THE EFFECTIVENESS OF USING LIST GROUP LABEL IN TEACHING VOCABULARY VIEWED FROM STUDENTS’ CREATIVITY

(An Experimental Study at the Fifth Grade of SD N VII Wonogiri in the Academic Year of 2012/2013)

A Thesis

By

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2013
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The Director of Graduate School
of Sebelas Maret University,

The Head of English Education
Department of Graduate School of
Sebelas Maret University,
MOTTO

All our dreams can come true, if we have the courage to pursue them

(Walt Disney)
DEDICATION

This research paper is dedicated to:

My beloved parents

My beloved brother and sister
ABSTRACT


The objectives of the research are to clarify whether: (1) List Group Label (LGL) is more effective than Translation to teach vocabulary to the fifth grade students of SDN VII Wonogiri in the academic year of 2012/2013; (2) the students having high creativity have better vocabulary mastery than those having low creativity; and (3) there is an interaction between teaching strategies and creativity in teaching vocabulary for the fifth grade students of SDN VII Wonogiri in the academic year of 2012/2013.

The research was carried out at SD N VII Wonogiri, from July 2012 to August 2012. The research method was experimental. The subject of the research was the fifth grade students of SD N VII Wonogiri. The total number of sample was 60 students coming from two classes, each of them consisted of 30 students. The fifth grade students of VB were as experimental class who were taught using LGL strategy and the fifth grade students of VA were as control class who were taught using Translation strategy. The data were in the form of quantitative data and they were taken from a test. They were the scores of students’ vocabulary test after having nine times treatment for each class. The researcher analyzed the data using ANOVA or analysis of variance and Tukey test.

Based on the result of data analysis, the research findings are: (1) The LGL strategy is more effective than Translation strategy to teach vocabulary for the fifth grade students of elementary school; (2) The vocabulary mastery of the students having high creativity is better than that of those having low creativity; and (3) There is an interaction between teaching strategies and students’ creativity. Based on these research findings, it can be concluded that LGL strategy is an effective strategy to improve the vocabulary mastery of the fifth grade students of SD N VII Wonogiri.

The result of the research implies that the use of LGL strategy can be effectively used to improve students’ vocabulary mastery. In LGL, students will develop their academic vocabulary by categorizing words into groups that relate to similar concepts. Therefore, it is recommended that: (1) it is better for teachers to apply LGL in the teaching and learning process; (2) the students could use LGL to improve their vocabulary mastery as it can help them to generate, elaborate, and organize their ideas; and (3) the future researchers are expected to conduct the research with different students’ condition like students’ intelligence or self confidence.

Key words: List Group Label strategy, Translation strategy, Vocabulary, Student Creativity.
This is to certify that I myself write this thesis entitled “The Effectiveness of Using List Group Label in Teaching Vocabulary Viewed from Students’ Creativity (An Experimental Study for students at the Fifth Grade of SD N VII Wonogiri in the Academic Year of 2012/2013)”. It is not a plagiarism or made by others. Anything related to the cited works is written in quotation, the sources of which are listed in the list of references.

If then the pronouncement proves wrong, I am ready to accept any academic punishment, including the withdrawal or cancellation of my academic degree.

Surakarta, November 2012

Mustafiah Nur Pratiwi
ACKNOWLEDGMENT

Alhamdulillahi robbil’ alamin, praised be to Allah SWT, the owner of this universe, the merciful who gives a million blessing, miracles and accountable gifts to the writer, so she can accomplish her thesis.

My deepest gratitude is addressed to Dr. Abdul Asib, M.Pd. and Drs. Martono, M.A. Patiently and cast aside the time to read even check my thesis formation word by word then give the support, suggestion, criticism, guidance, and motivation for writing this thesis. I am very esteeming them, patiently lead in writing and give the troubleshooting solution.

Circumstantial thank utterance I submit not only to Prof. Dr. Ir. Ahmad Yunus, M.S. as the Director of Graduate School of Sebelas Maret University for giving the chance and facilities so that the writer can study in the university but also Drs. Warso Emnur as the Principal of SD N VII Wonogiri who has permitted in my research of my thesis and has provided place and time to equip from the research.

Thanks to all the students of the fifth-grade student of SD N VII Wonogiri in the academic year of 2012/2013 who have done all the try out of instrument and post test items honestly. I don’t forget to thanks to you all, the students of the fifth grade of VA and VB in the academic year 2012/2013 who have welcome warmly to my research in class and also have answered the instrument and post test to complete the research.

The writer invites comments and suggestions from the readers for the betterment of this thesis. The writer hopes that this research will give an important contribution to the development of English education.

Surakarta, November 2012

Mustafiah Nur Pratiwi
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ABSTRACT


The objectives of the research are: (1) To identify whether List Group Label (LGL) is more effective than Translation to teach vocabulary to the fifth grade students of SDN VII Wonogiri in the academic year of 2012/2013; (2) To identify whether the students having high creativity have better vocabulary mastery than those having low creativity; and (3) To identify whether there is an interaction between teaching strategies and creativity in teaching vocabulary for the fifth grade students of SDN VII Wonogiri in the academic year of 2012/2013.

The research was carried out at SD N VII Wonogiri, from July 2012 to August 2012. The research method was experimental. The subject of the research was the fifth grade students of SDN VII Wonogiri. The total number of sample was 60 students coming from two classes. Each of them consisted of 30 students. The fifth grade students of VB were as experimental class who were taught using LGL strategy and the fifth grade students of VA were as control class who were taught using Translation strategy. The data were in the form of quantitative data and they were taken by tests. They were the scores of students’ vocabulary test and creativity test after having nine times treatment for each class. The researcher analyzed the data using ANOVA or analysis of variance and Tukey test.

Based on the result of data analysis, the research findings are: (1) The LGL strategy is more effective than Translation strategy to teach vocabulary for the fifth grade students of elementary school; (2) The vocabulary mastery of the students having high creativity is better than that of those having low creativity; and (3) There is an interaction between teaching strategies and students’ creativity. Based on these research findings, it can be concluded that LGL strategy is an effective strategy to improve the vocabulary mastery of the fifth grade students of SDN VII Wonogiri.

The result of the research implies that the use of LGL strategy can be effectively used to improve students’ vocabulary mastery. In LGL, students will develop their academic vocabulary by categorizing words into groups that relate to similar concepts. Therefore, it is recommended that: (1) it is better for teachers to apply LGL in the teaching and learning process; (2) the students could use LGL to improve their vocabulary mastery as it can help them to generate, elaborate, and organize their ideas; and (3) the future researchers are expected to conduct the research with different students’ condition like students’ intelligence or self confidence.

Key words : List Group Label strategy, Translation strategy, Vocabulary, Student Creativity.

Consultant 1, Consultant 2,

Dr. Abdul Asib, M.Pd Drs. Martono, M.A
ABSTRACT


Tujuan dari penelitian ini adalah: (1) Untuk mengidentifikasi apakah List Group Label (LGL) lebih efektif dari pada Translation untuk mengajar kosa kata (vocabulary) bagi murid-murid kelas lima di SD N VII Wonogiri tahun ajaran 2012/2013; (2) Untuk mengidentifikasi apakah murid-murid yang mempunyai kreativitas tinggi memiliki kemampuan menguasai kosa kata (vocabulary) yang lebih baik dari pada murid-murid yang memiliki kreativitas rendah; dan (3) Untuk mengidentifikasi apakah ada interaksi antara strategi mengajar dan kreativitas murid untuk mengajar kosa kata (vocabulary) bagi murid-murid kelas lima di SD N VII Wonogiri tahun ajaran 2012/2013.


Berdasarkan dari data analisis, penelitian ini menemukan bahwa: (1) Strategi LGL lebih efektif dari pada strategi Translation untuk mengajar kosa kata (vocabulary) bagi murid-murid kelas lima SD; (2) Prestasi penguasaan kosa kata dari murid-murid yang memiliki kreativitas tinggi lebih baik dari pada murid-murid yang memiliki kreativitas rendah; (3) Adanya interaksi antara strategi mengajar dan kreativitas murid. Berdasarkan dari penemuan penelitian ini dapat disimpulkan bahwa strategi LGL adalah strategi yang efektif untuk meningkatkan penguasaan kosa kata bagi murid-murid kelas lima di SD N VII Wonogiri.

Hasil penelitian dari pembelajaran ini memiliki makna bahwa penggunaan strategi LGL dapat lebih efektif digunakan untuk meningkatkan penguasaan kosa kata. Dalam LGL, siswa akan mengembangkan kosa kata dasar dengan mengkategorikan kata ke dalam kelompok yang berkaitan dengan konsep yang serupa. Oleh karena itu, dianjurkan bahwa: (1) Guru-guru bahasa inggris dianjurkan untuk menggunakan LGL untuk mengajar kosa kata (vocabulary); (2) Murid-murid dapat menggunakan List Group Label untuk meningkatkan penguasaan kosa kata mereka sehingga dapat membantu mereka untuk membangkitkan, melengkapi serta mengorganisasi ide-ide mereka; (3) Para peneliti selanjutnya diharapkan untuk dapat melakukan penelitian dengan menggunakan aspek psikologi yang berbeda tergantung dari kondisi murid seperti tingkat kecerdasan murid atau tingkat kepercayaan diri murid.

Kata-kata kunci: Strategi List Group Label, Strategi Translation, Kosa kata, Kreativitas Murid.

Pembimbing 1, Dr. Abdul Asib, M.Pd  
Pembimbing 2, Drs. Martono, M.A
CHAPTER I

INTRODUCTION

A. Background of the Study

Vocabulary is the total number of words in a language (Hornby, 1995: 1331). Vocabulary is an important part to mastery English well. There are essential steps of learning vocabulary (Brown, 1995: 373): (1) having source for encountering new words; (2) getting a clear image for the form of new words; (3) learning the meaning of new words; (4) making a strong memory connection between the form and the meaning of the words; and (5) using the words.

Realizing the importance of vocabulary mastery in learning foreign language, students must devote much time to learn vocabulary items. To elementary students, learning vocabulary needs special effort because English is quite different from national language. For instance, the way how to write and to produce the word is quite different. Like the word “room”, it is pronounced as and spelled as room instead of /ruːm/. The other example is the word “five”, which is pronounced as and spelled as five instead of /faɪv/.

The students in elementary school are beginners, thus they have to learn vocabulary first before they can use the language to communicate. The students of the elementary school have begun to study English as a foreign language. SDN VII Wonogiri is one of the elementary school which has started to introduce English to
the students from the first until the sixth grade. Vocabulary is the first aspect in learning language before able to use the language. Because of that before learning a language the learners have to learn vocabulary.

Building vocabulary is important for success in undergraduate or graduate studies. There are some reasons for teaching English at Elementary School level: Singleton (1989: 242-245) states the need to expose children from an early age to an understanding of foreign cultures and to grow up tolerant and sympathetic to other. In general, teaching vocabulary is not easy. There are many difficulties in teaching vocabulary, especially in elementary school students as the beginner.

Teaching vocabulary is clearly more than just presenting new words. It also includes a decision that words should teach the basis of how frequent they are used by speakers of the language. But usually the way of teaching makes the students lazy and bored. The strategies applied by the teacher at SDN VII Wonogiri do not seem to be effective since the teacher does not give much contribution in developing the students’ vocabulary mastery and motivate the students to learn and to speak English. Moreover, it has made the students feel bored and under pressure. It cannot to arouse student’s creativity too. The class won’t run effectively and the students still and always believe that English is difficult.

Students got difficulties in learning vocabulary. They get difficulties in pronouncing words correctly. Pronouncing the word correctly is an important part in teaching vocabulary because incorrect pronunciation will influence the meaning of the words. Moreover, by pronouncing the words correctly, it can help the students
remember the word longer and easy to identify the words when they hear or see it. In introducing new words, the teacher should pronounce every new word, carefully and correctly, and then repeat it. In fact, the students still get difficulties in pronouncing the words correctly.

In building students' vocabulary, teaching vocabulary is not just focus on the meaning and pronunciation but also on the spelling. Good spelling skills help the brain to distinguish between words and to relate to them in a broader context. Using word is also problems for students. Students generally get problem in using words because their ways to learn the vocabularies are far from the real context and lack of practice. Teaching vocabulary not only facilitates the students to know the meaning of words but also gives opportunity for the students to apply the words in real life.

Many problems often appear during the teaching and learning process. The students' scores of the vocabulary test also show low achievement. It shows that the students' vocabulary mastery is poor. The causes of the problems are that: 1) the material is not interesting; 2) the limited time and teaching equipment; and 3) the technique of delivering material is not suitable and interesting.

In the process of mastering vocabulary, the fifth grade students of SDN VII Wonogiri face some problems as follows: firstly, the students get difficulties in pronouncing new vocabulary correctly, for example they pronounce ‘brom’ in the words broom /bruːm/. Secondly, the students get difficulties to remember and grasp the meaning of words when the teacher gives them some exercises. Thirdly, the
students get difficulties to spell the words when the teacher gives them material orally.

Fourthly, the technique of delivering material is not suitable and interesting.

By understanding the problems above, it can be concluded that the problems in the teaching and learning vocabulary mostly come from the teacher. The factors are: (1) the teacher is not creative to use media as aids of teaching. Dealing with teaching foreign language to children, most activities for the younger learner should include movement and involve the sense; (2) the teacher only gives a little time to practice in pronouncing the words correctly, whereas a little time to practice cannot create accurate pronunciation, especially for the beginners; (3) the technique of teaching vocabulary that the teacher uses seems ineffective for the students. The technique does not give the students great motivation to learn. The technique does not arouse the student’s creativity. In other words, students are passive in learning vocabulary. Because of the reasons above, the researcher would like to try to provide a suitable technique which is expected to help the teacher as the educator in developing the vocabulary mastery of the students.

To help the teacher in teaching vocabulary to students, the teacher needs something different to make students interested, especially children, because they easily get bored. The teacher may use an interesting teaching strategy to present their teaching materials that also help them in creating funny class because it also influence the students in learning English. One of the strategies that can be use is List-Group-Label. List-Group-Label is designed to help students make connections to prior knowledge. It is designed to help the teacher activate students’ schema in regard to a
particular concept, to improve existing vocabulary, and to remember new vocabulary. The researcher uses List-Group-Label in teaching vocabulary on the consideration that they can facilitate the teacher to arouse the attention and improve the creativity of the students to learn vocabulary.

Antonacci (2011: 45) says that List-Group-Label develops students’ academic vocabulary by categorizing words into groups that relate to similar concepts. Through this process, students are required to activate their prior knowledge and engage in thinking about words in different ways. They connect their prior knowledge with new knowledge about words, thereby developing conceptual understandings useful for comprehending text. It can improve the creativity of the students to learn vocabulary. List-Group-Label is aimed at attracting students’ attention in learning vocabulary. The teachers use various words in a written text to help students interact with the List-Group-Label and increase students’ ability to write and to find the meaning of words. List-Group-Label is designed to challenge and motivate language learning in elementary school to develop vocabulary.

As everybody knows, teaching English vocabulary using translation is easier to do. Thornbury (2002: 157) says that translation is used to supply the meaning, or definition, synonyms, or example given. The teacher can teach vocabulary deductively or inductively. He gives example that the teacher can dictate a number of words that are familiar to the students then asks them to write the meaning in target language, if they cannot; they can use their dictionary to find the meaning of words. Hamer in Hayati (2000: 176) suggests some techniques used for teaching vocabulary
such as giving explanation. The teacher tells the meaning of the new word by giving its translation in the same language. It means the teacher does not immediately translate it into mother tongue but rather that explain it in long term. The explanation given can be in the form of definition, explanation, or example.

In addition, both methods will be applied successfully in teaching vocabulary if they are supported by the students’ creativity. The teacher should choose a teaching strategy that is suitable to the students’ characteristic. The teaching strategy functions to attract, to create, and to keep students’ creativity. The creativity plays important in vocabulary mastery. And every student has different creativity. Some students come to class with various creativity levels affected by many causes, like emotional state, intelligence, and environment as well as given materials.

Satiadarma in Munandar (1999a: 10) defines creativity into four dimensions popularly known as Four P’s of creativity: person, process, pressure and product. Person refers to personal creativity showing creative potential ability possessed by a person. Creativity as a process can be formulated as a form of thought in which an individual tries to find out new relationships, answers, methods, or new ways in facing a problem. Creativity as a pressure is a motivation and desire to create something new. Then, creativity as a product is the ability to bring something new into existence. The creativity will help them to find and write another vocabulary. The students will be passive in learning vocabulary without creativity.
Based on the above phenomena, it is decided to conduct a research to solve those problems through this study. The research is based on the cause’s point of view. The one of the causes that will be taken in this study is about the technique of delivering material that is not suitable and interesting to the learners. Thus, the research will be concentrated on the improving technique of teaching vocabulary during the teaching and learning process. The researcher will try to investigate the effectiveness of List-Group-Label and translation in teaching vocabulary viewed from students’ creativity, through a research entitled: “The Effectiveness of Using List-Group-Label in Teaching Vocabulary Viewed from Students’ Creativity (An Experimental Study at the Fifth Grade Students of SDN VII Wonogiri in the Academic Year of 2012/2013)”.

B. Problem Identification

Referring to the above description, the researcher is able to identify the problems of this research. There are several problems as follows:

1. Why do students tend to have lack of ability in vocabulary?
2. Do the students get difficulties in pronouncing new vocabulary correctly?
3. Do the students get difficulties in remembering and grasping the meanings of the words?
4. Do the students get difficulties in writing the words?
5. Is list-group-label more effective than translation to teach vocabulary?
6. Does the students’ creativity influence their ability in learning English?
7. Does the teacher need to consider the method of teaching related to the students’ characteristics?

C. Problem Limitation

There are many problem identifications found in the above explanations. All of them are impossible to be analyzed in this research. This research will focus on the effectiveness of list-group-label and translation in teaching vocabulary. The researcher limits the teaching vocabulary in elementary school. Teaching vocabulary in elementary school is about the things around the students. Meanwhile, creativity is the control variable which regarded as one factor that may affect the students’ mastery of vocabulary. Creativity levels are obtained from the creativity test adapted from Munandar’s creativity test.

D. Problem Statement

Based on the background of the study presented previously the research problems are formulated as follows:

1. Is list-group-label more effective than translation to teach vocabulary to the fifth grade students of SDN VII Wonogiri in the academic year of 2012/2013?
2. Do the students having high creativity have better vocabulary mastery than those having low creativity?
3. Is there any interaction between teaching strategies and creativity in teaching vocabulary for the fifth grade students of SDN VII Wonogiri in the academic year of 2012/2013?

E. Objective of the Study

In line with the research problems, the objectives of the study are as follows:

1. Whether list-group-label is more effective than translation to teach vocabulary to the fifth grade students of SDN VII Wonogiri in the academic year of 2012/2013.

2. Whether the students having high creativity have better vocabulary mastery than those having low creativity.

3. Whether there is an interaction between teaching strategies and creativity in teaching vocabulary for the fifth grade students of SDN VII Wonogiri in the academic year of 2012/2013.

F. Significance of the Study

This study is targeted to investigate the effectiveness of list-group-label and translation in teaching vocabulary. The finding of this research is expected to give valuable contribution to the researcher, another researcher, teachers, students, and school itself.
1. To the Teacher

To empower the teacher’s knowledge on how to apply the kinds of teaching strategies in teaching vocabulary, so the class will not be in monotonous atmosphere and automatically the students will have high enthusiasm in learning. The result of this study gives information to the teachers about the importance of teaching strategies and students’ creativity in teaching vocabulary.

2. To the Students

The result of this study is also expected to help and to beneficial for the students in finding out the effective way or strategy to solve their difficulties in developing vocabulary mastery.

3. To other Researchers

In developing the researchers’ knowledge on the development of various teaching strategy implemented in the teaching English to the students and developing another researcher, the other researchers can develop the next research based on the result and apply it as one of additional references in understanding and mastering vocabulary. In addition, the result of this study is also expected to arouse the interest of the other researcher in investigating the similar case externally as the continuation researches by using the best strategy and also try to express other factors, which are not mentioned yet in order to achieve the most comprehensive research result.
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review on Vocabulary

1. The Definition of Vocabulary

Vocabulary takes the important aspect to master English well as a foreign language. Vocabulary is the basic of language and the basic of communication. Without vocabulary, it is possible to know everything about the grammatical structure of language, but unable to make a single meaningful utterance. In general, students feel difficult to memorize words or new words. Therefore, the students actually need to know the nature of vocabulary and vocabulary in order to make them recognize the importance of vocabulary.

Hornby (1995: 1331) confirms this statement that 1) vocabulary is the total number of words in a language; 2) List of words with their meanings. Vocabulary is a stock of words used by person, class or profession when they are learning a foreign language and expresses the meaning or idea to construct sentences for communication. It is the basic of language and the basic of communication.

According to Ur (1996: 60) vocabulary is the words we teach in the foreign language. It means that all words in foreign language that have been taught by teachers in order that the students can use those words in sentences or daily communication. However, a new item of vocabulary may be more than a single word,
like word “bus station” which is made up or two words “bus” which means kinds of transportation and “station” which means place but expresses a single idea that is “terminal bis”. It means that every new word in foreign language taught by the teacher is used for the students’ daily conversation based on the level.

The similar definition is stated by Moon in Schmitt and McCarthy (1997: 105) argues that traditionally, vocabulary has been seen as individual words, which could be used with a great deal of freedom, only constrained by grammatical considerations. However, he also argues that vocabulary consists not only of single words; lexemes are often made up of strings of more than one word.

According to Read (2000: 16) vocabulary is knowledge involving knowing the meanings of words. The knowing of the meanings of words here implies how that word fits into the world, not only implies a definition. According to Crystal (2003: 2), the vocabulary of a person is defined either as the set of all words that are understood by that person or the set of all words likely to be used by that person when constructing new sentences.

Brown (2001: 377) views vocabulary items as a boring list of words that must be defined and memorized by the student, lexical forms are seen in their central role in contextualized, meaningful language. Hatch and Brown (1995:1) argue that the term vocabulary refers to a list or set of words for a particular language or words that individual speakers of language might use.
Nation (2008: 7-12) divides vocabulary into three of four levels largely on the basis of how often it occurs in the language (its frequency) and how widely it occurs (its range).

a. High frequency words

High frequency words are words needed in formal and informal uses of the language, in speech and in writing, and in novels, conversation, newspapers, and academic texts.

b. Academic words

Academic words do not occur so often in other kinds of language use. These words are used in academic writing and academic textbook like economics or geography texts, academic articles such as articles from journals, and laboratory manuals.

c. Technical words

Technical words are words with more special purposes and these are the words that are very common in one particular area, such as the vocabulary of Physics or the vocabulary of Applied Linguistics.

d. Low frequency words

Low frequency words include (1) words that are not quite frequent or wide range enough to be high frequency words (abort, absorb, accelerate, accent, accusation, acid, acre), (2) technical words from other areas (one person’s technical vocabulary is another person’s low frequency vocabulary), and (3) words that just occur rarely.
Each sentence consists of words (vocabulary) having different function. Each of the functions is classified as a different part of speech (Frank, 1972: 1). They are shown in the Table 2.1:

<table>
<thead>
<tr>
<th>Part of Speech</th>
<th>Explanation</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noun</td>
<td>Noun could be the name of person, place, thing, color</td>
<td>magazine, umbrella, coffee, stone, etc.</td>
</tr>
<tr>
<td>Verb</td>
<td>It is words expressing action</td>
<td>to teach, to play, to cook, etc.</td>
</tr>
<tr>
<td>Adjective</td>
<td>It is the word used to qualify noun or pronoun</td>
<td>Tita is diligent, diligent is the adjective</td>
</tr>
<tr>
<td>Adverb</td>
<td>It is a word used for qualifying the meaning of verb, adjective, or another adverb</td>
<td>Radit is reading in the library</td>
</tr>
<tr>
<td>Conjunction</td>
<td>It is a word used to relate one word to another one, or one sentence to another one</td>
<td>I have to call him before I go</td>
</tr>
<tr>
<td>Pronoun</td>
<td>It is the word which can take the place of a noun</td>
<td>They are my lecture</td>
</tr>
<tr>
<td>Interjection</td>
<td>It is a word put into a sentence to express a sudden feeling of mind or emotion</td>
<td>Hurrah! I am the winner</td>
</tr>
</tbody>
</table>

From those definitions, it can be concluded that vocabulary is words related to the worlds to give name for everything in the world. It has important role in every skill of language that individual speaker or group might use vocabulary with their meanings. Vocabulary also implies how that word fits into the world, not only implies a definition. Vocabulary taught in school is not only noun, but also the other parts of speech like verb, adjective, adverb, conjunction, pronoun, and interjection.

2. Aspects of Vocabulary

Vocabulary is always an essential part of English as a foreign language instruction material. It is true that vocabulary plays an important role in the four
English language skills. Vocabulary mastery deals with words and meanings. Teacher should concern with what words are suitable to be taught to the students. He should select and grade the words according to the level of the students in a certain way so their students will learn easily. The words will be taught to the students are common and suitable for their level.

A good mastery of vocabulary helps the learners to express their ideas precisely. By having many stocks of words learners will be able to comprehend the reading materials, give response, speak fluently, and write some kind of topics. On the contrary, if the learners do not recognize the meaning of the words use by those who address them, they will be unable to participate in conversation, unable to express some ideas, or unable to ask for information.

The effective vocabulary teaching involves working out what needs to be taught about the vocabulary aspects. There are several aspects that need to be taken into account when teaching vocabulary. Ur (1996: 60-62) provides six aspects that are needed to be taught by the teacher. They are:

a. Form: Pronunciation and Spelling

The learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling). These are obvious characteristics, and one or the other will be perceived by the learner when encountering the item for the first time. In teaching, we need to make sure that both these aspects are accurately presented and learned.
b. Grammar

The grammar of a new item will be necessary to be taught if this is not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical contexts; it is important to provide learners with this information at the same time as teachers teach base form. When teaching a new verb, for example, we might give also its past form, and we might note if it is transitive or intransitive. Similarly, when teaching a noun, we may wish to present its plural form or draw learners’ attention to the fact that it has no plural at all.

c. Collocation

The collocations typical of particular items are another factor that makes a particular combination sound “right” or “wrong” in a given context. So, this is become an important information that the teacher should give a special attention on.

d. Aspects of Meaning: Denotation, Connotation, Appropriateness

Denotation can define as the meaning of a word, which primarily refers to the real world. For example, the word “rabbit”, rabbit denotes a kind of animal; more specifically, a small animal with long ears and large front teeth which moves by jumping on its long back legs; and herbivorous mammal.

Connotation is the associations, or positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. This means that
words can suggest different things depending on the context they occur in. For example, “dog”, for British people have positive connotations of friendships and loyalty; whereas in Arabic, as understood by most people in Arab countries has negative associations of dirt and inferiority.

Appropriateness is very important for learners to know that a certain word is very common, or relatively rare, for example, the word “weep”, is virtually synonymous with the word “cry”, but it tends to be used in writing rather than in speech, and it is much less common than the word “cry”.

(e) Aspect of Meaning: Meaning Relationships

How the meaning of one item relates to the meaning of others can be also be useful in teaching. There are various such relationships:

1) Synonyms: Items that mean the same, or nearly the same; for example bright, clever, smart are the synonyms of intelligence.

2) Antonyms: Items that mean the opposite; rich is the opposite of poor.

3) Hyponyms: Items that serve as specific examples of a general concept; dog, lion, mouse are hyponyms of animal.

4) Co-hyponyms or Co-ordinates: Other items that are the “same kind of thing”; red, blue, green, and brown are co-ordinates.

5) Superordinates: General concepts that cover specific items; animal is superordinate dog, lion, horse.

6) Translation: Words or expressionism the learners’ mother tongue that is (more or less) equivalent in meaning to item being taught.

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f. Word Formation

One word or multi-word, vocabulary item can often be broken down into small component ‘bits’. Exactly how these bits are put together is another piece of useful information—perhaps mainly for more advanced learners. Vocabulary items are built by combining two words (two nouns, or a gerund and a noun, or a noun and a verb) to make one item: a single compound word, or two separate, sometimes hyphenated words (bookcase, follow-up, swimming pool).

Harmer (1991: 156–158) states that from the students’ point of view, vocabulary mastery contains the following items:

a. Meaning

The students thus need to understand the importance of meaning in context. Besides, they also need to know about sense relation, since sometimes words have meanings in relation to the other words.

b. Word Use

What a word means can be changed, stretched or limited by how it is used.

c. Word Formation

Knowing how words are written and spoken and knowing how they can change their form.

d. Word Grammar

A distinction between countable and uncountable nouns, phrasal verbs, verb complementation, the position of adjective and adverbs
Thornbury (2002: 15) states that at the most basic level, knowing a word involves knowing form and meaning. Knowing the meaning of a word is not just knowing its dictionary meaning, it also means knowing the words commonly associated with it (its collocations) as well as its connotations, including its register and its cultural accretions.

Nation (1990: 30) states about what the learner needs to know of “a word”. He gives the aspects in knowing a word, they are as follows:

R = receptive knowledge, P = productive knowledge

<table>
<thead>
<tr>
<th>Table 2.2. The Aspects of Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Form</strong></td>
</tr>
<tr>
<td>Spoken form</td>
</tr>
<tr>
<td>R What does the word sound like?</td>
</tr>
<tr>
<td>P How is the word pronounced?</td>
</tr>
<tr>
<td>Written form</td>
</tr>
<tr>
<td>R What does the word look like?</td>
</tr>
<tr>
<td>P How is the word written and spelled?</td>
</tr>
<tr>
<td>Position</td>
</tr>
<tr>
<td>Grammatical pattern</td>
</tr>
<tr>
<td>R In what pattern does the word occur?</td>
</tr>
<tr>
<td>P In what pattern must we use the word?</td>
</tr>
<tr>
<td>Collocations</td>
</tr>
<tr>
<td>R What words or types of words can be expected before or after the word?</td>
</tr>
<tr>
<td>P What words or types of words must we use with this word?</td>
</tr>
<tr>
<td><strong>Function</strong></td>
</tr>
<tr>
<td>Frequency</td>
</tr>
<tr>
<td>R How common is the word?</td>
</tr>
<tr>
<td>P How often should the word be used?</td>
</tr>
<tr>
<td>Appropriateness</td>
</tr>
<tr>
<td>R Where would we expect to meet this word?</td>
</tr>
<tr>
<td>P Where can this word be used?</td>
</tr>
<tr>
<td><strong>Meaning</strong></td>
</tr>
<tr>
<td>Concept</td>
</tr>
<tr>
<td>R What does the word mean?</td>
</tr>
<tr>
<td>P What word should be used to express this meaning?</td>
</tr>
<tr>
<td>Associations</td>
</tr>
<tr>
<td>R What other words does this word make us think of?</td>
</tr>
<tr>
<td>P What other words could we use instead of this one?</td>
</tr>
</tbody>
</table>
Folse (2004: 10-18) states that what it means to “know” a word includes seven things.

a. Polysemy, indicating that a word rarely has more than one meaning

b. Denotation and connotation

c. Spelling and pronunciation

d. Part of speech

e. Frequency

f. Usage, it is appropriate to use that word instead of a synonym or similar word.

g. Collocation, a word or phrase that naturally and frequently occurs before, after, or very near the target vocabulary item.

Vocabulary is the total numbers of words, a list or set of words in a particular language which expresses the meaning or idea that a person knows or uses to construct sentences for communication. The indicators of vocabulary are: (1) meaning; (2) the use of words; (3) pronunciation; and (4) spelling. The learning activities that are used to measure the indicator of meaning are: giving the meaning of word based on the picture, stating the meaning of word, labeling the picture based on the expression given, stating the sentence of English. For the second indicator of vocabulary, that is the use of words, the learning activities are as follows: choosing the appropriate group of word, stating the number of the picture, and choosing the right expression. The third indicator includes the activities of: pronouncing the word based on the picture, and choosing the appropriate pronunciation of word. The last
indicator, spelling has two activities. They are: arranging the letters and choosing the right spelling.

**Table 2.3. Indicators of Vocabulary**

<table>
<thead>
<tr>
<th>Construct</th>
<th>Indicators</th>
<th>Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary is the total numbers of words, a list or set of words in a particular language which expresses the meaning or idea that a person knows or uses to construct sentences for communication.</td>
<td>1. Meaning</td>
<td>a. Giving the meaning of word based on the picture.</td>
</tr>
<tr>
<td></td>
<td>2. The Use of Words</td>
<td>b. Stating the meaning of word.</td>
</tr>
<tr>
<td></td>
<td>3. Pronunciation</td>
<td>c. Labeling the picture based on the expression given.</td>
</tr>
<tr>
<td></td>
<td>4. Spelling</td>
<td>d. Stating the sentence of English.</td>
</tr>
</tbody>
</table>

3. Types of Vocabulary

In general, the linguists distinguish two types of vocabulary: active and passive vocabulary. Harmer (1991: 150) distinguishes between active and passive vocabulary. The former refers to the vocabulary that the students have been taught or learnt and which they are expected to be able to use.

In line with the types of vocabulary proposed by Harmer, Haycraft (1978: 44) also divides vocabulary into two; those are active or productive and passive or receptive vocabulary. Productive vocabulary is the words which the student understands, can pronounce correctly and use constructively in speaking and writing. On the other hand, receptive vocabulary is the words that the student recognizes and understands when they occur in a context, but which he cannot produce correctly.
Ann and Field (2002: 24) classify vocabulary into two terms. They are active vocabulary and passive vocabulary. Active vocabulary refers to items the learner can use appropriately in speaking or writing and it is also called as productive vocabulary, although, in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, the students are supposed to know how to pronounce it well, they must know and be able to use grammar of the target language, they are also hoped to be familiar with collocation and understand with connotation meaning of the words. This type is often used in speaking and writing skill. Passive vocabulary refers to a language items that can be recognized and understood in the context of reading and listening and also called as receptive vocabulary. Passive vocabulary or comprehension consists of words comprehended by the people when they read and listen.

From the explanation above, it can be concluded that vocabulary is a lists of words with their meanings, spellings, pronunciations, and uses. Vocabulary has two types; productive or active vocabulary and receptive or passive vocabulary. Active vocabulary refers to speaking and writing. The learners can understand, pronounce correctly, use constructively, and can produce the words to express their thoughts to others. Then, passive vocabulary refers to reading and listening. The learners recognize and understand when they are used in context, but they cannot produce.
4. The Importance of Vocabulary

Vocabulary is the very basic knowledge to learn more about English and it is important to support other language skills. Gower, Philips, and Walters (1983: 142) state that vocabulary is important to the students – it is more important than grammar for communication purposes, particularly in the early stages when the students are motivated to learn the basic words they need to get by in the language. More advanced students are therefore motivated to add to their vocabulary stock, to understand nuances of meaning, to become more proficient in their own choice of words and expressions.

Another statement supporting the importance of vocabulary is stated by Harmer (1991: 156), “it is now clear, for example, that the acquisition of vocabulary is just as important as the acquisition of grammar—though the two are obviously interdependent—and teacher should have the same kind of expertise in the teaching of vocabulary as they do in the teaching of structure”.

McCarthy (1990: viii) states that the importance of vocabulary in language learning as follows, “No matter how well the students learn grammar, no matter how successfully the sounds of second language are mastered, without words to express a wider range of meanings, communication in second language just cannot happen in any meaningful way”.

Vermeer (in Schmitt and McCarthy, 1997: 140) states that knowing words is the key to understand and being understood. The bulk of learning new language
consists of learning new words. Grammatical knowledge does not make for great proficiency in a language.

Nation (1997: 6) states that vocabulary knowledge enables language use, language use enables the increase of vocabulary knowledge, knowledge of the world enables the increase of vocabulary knowledge and language use and so on.

Edward (1995: 12) states that vocabulary is one of the important factors in all language teaching. Students must continually be learning words as they learn structure and as they learn practice sound system. “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.”

From the explanation above, it is known that vocabulary is one of the important factors; someone cannot speak, understand, read, or write a foreign language without having a lot of words; vocabulary is the biggest component of any language course. Everyone who learns a language must have enough vocabulary knowledge, without having enough vocabulary knowledge; the learning process is not easy to do. No matter how well the learners learn grammar without words to express meaning, communication in a foreign language may not occur in any meaningful ways.

5. The Techniques and Strategies in Teaching Vocabulary

Brown (2001: 98) states that teaching beginner considered the most challenging level of language instruction since the students of this level have little or no prior knowledge of the target language. Here, the teacher becomes the decision maker to achieve the students’ goal in learning language. The elementary school students still
have a few words to practice for communication activity. Brown (2001: 98) says that at the beginning level students have very little language behind them. The teaching vocabulary is needed to be taught to the elementary school students because the students still have a little word for communicative activity.

We have known that vocabulary teaching is as important as the teaching of structure. To get the best result in learning vocabulary, the teacher should give attention and apply the best technique that is going to be used to teach vocabulary. Here, there are several techniques suggested by experts. Harmer (1991: 161) states that there are some ways of presenting new vocabulary for young learners, namely:

a. Using realia

The teachers present new words by bringing the things they represent into classroom. It means that the teachers bring and show the objects that can be obviously presented into the classroom, for example, pen, ball, ruler, etc.

b. Using pictures

The objects can be board drawing, wall pictures and charts, flashcards, magazine pictures and any other non-technical visual representation. Pictures can be used to explain the meaning of vocabulary items: teachers can draw things on the board or bring in pictures. They can illustrate concepts such as above and opposite just easily as hats, coats, walking, cars, etc.

c. Mime, action, and gesture

It is often impossible to explain the meaning of words and grammar either through the use of realia or in pictures. Actions, in particular, are probably
better explained by mime, for example, the concepts like running or smoking are easy to present in this way.

d. Contrast

We saw how words exist because of their sense relation and this can be used to teach meaning. We can present the meaning of ‘empty’ by contrasting it with ‘full’, ‘cool’ by contrasting it with ‘hot’, etc., we may present these concepts with pictures or mime, and by drawing attention to the contrasts in the meaning we ensure our students’ understanding.

e. Enumeration

We can use this to present meaning. We can say ‘clothes’ and explain this by enumerating or listing various items.

f. Explanation

It is worth remembering that explaining the meaning of a word must include explaining any facts of word use which are relevant.

g. Translation

There are always some words that the situation needs to be translated and this technique can save time.

Another technique about how to introduce new vocabulary is stated by Gairns and Redman (1986: 73). They divide it into three parts, as follows:
a. Visual Techniques

1) Visuals

These include flashcard, photograph, blackboard drawings, wall charts, and realia. They are extensively used for conveying meaning and are particularly useful for teaching concrete items of vocabulary such as food or furniture, and certain areas of vocabulary such as places, professions, descriptions of people, actions and activities (such as sport and verbs of movement).

2) Mime and Gesture

These are often used to supplement other ways of conveying meaning. When teaching an item such as ‘to swerve’, a teacher might build situation to illustrate it, making use of the blackboard and gesture to reinforce the concept.

b. Verbal Techniques

1) Use of illustrative situations (oral or written)

This is most helpful when items become more abstract. To ensure that the students understand, teachers often make use of more than one situation or context to check that learners have grasped the concept.

2) Use of synonymy and definition

Teachers often use synonymy with low level students, where inevitably they have to compromise and restrict the length and complexity of their explanations. Definition alone is often inadequate as a means of conveying
meaning and clearly contextualized examples are generally required to clarify the limits of the item.

3) Contrasts and opposites

As with synonymy, this is a technique which the students themselves use, often asking “what’s the opposite of . . . .?” A new item like ‘sour’ is easily illustrated by contrasting it with ‘sweet’, which would already be known by the students. However, it is vital to illustrate the contexts.

4) Scales

Once the students have learnt two contrasting or related gradable items, this can be a useful way of revising and feeding in new items. If the students know ‘hot’ and ‘cold’, for example, a blackboard thermometer can be a framework for feeding in ‘warm’ and ‘cool’ and later ‘freezing’ and ‘boiling’.

5) Example of the type

To illustrate the meaning of subordinates, such as ‘furniture’, ‘vegetables’, ‘meat’, and ‘transport’, it is a common procedure to exemplify them e.g. table, chair, bed, and sofa are all furniture. Some of these can of course also be dealt with through visual aids.

c. Translation

It can be a very effective way of conveying meaning. It can save valuable time that might otherwise be spent on a tortuous and largely unsuccessful explanation in English, and it can be a very quick way to dispose of low
frequency items that may worry the students but do not warrant significant attention.

While Seal in Hayati (2000: 176) purposes two techniques for teaching vocabulary. They are unplanned and planed. Unplanned vocabulary teaching is a problem of vocabulary that comes in the middle of the class, while planed vocabulary is teaching vocabulary items that had been prepared to teach during the class.

Strategy plays a prominent role in language teaching; the success and the failure of a language instruction conducted in a class relies heavily on the strategy applied by the teacher. Therefore, in designing an instructional program strategy the teacher must consider what technique is suitable to teach vocabulary for elementary school. In relation to the vocabulary teaching, it is expected that the strategy selected for teaching can foster the students to motivate to learn and increase or establish their vocabulary.

According to Brown (2001: 377) there some guideline for the communicative treatment of vocabulary instruction as the strategy to motivate and increase students’ vocabulary mastery:

a. Teacher allocates specific class time to vocabulary learning.

In the interactive classroom activity, sometimes we get in meaningful communication and we don’t want to pause to devote some attention to words. In fact, survival level communication can take place quite intelligibly when people simply string words together without applying any grammatical rules at all because words are among the first priorities.
b. Teacher helps students to learn vocabulary in context.

The best internalization of vocabulary comes from comprehension or production with words in the context of surrounding discourse. It is stated by 2004 English Curriculum that the elementary school education means to develop speaking ability in language accompanying action, because English is used to interact with each other in a context supporting it.

c. Teacher plays down the role of bilingual dictionaries.

It is unfortunate that such practice rarely helps the students to internalize for latter recall and use. In a speaking class for instance, when the teacher asks the students to practice their English, it is better for the students to use such electronic dictionaries to find difficult words to practice.

d. Teacher encourages students to develop strategies for determining the meaning of words.

Teachers should apply many strategies to encourage students to increase their vocabulary so they can use it communicatively.

e. Teacher engages in “unplanned” vocabulary teaching.

Most of the attention given by the teacher in vocabulary learning will be unplanned, such as when the student asks about a word found in reading. This moment is very important to increase the student vocabulary mastery.

From the techniques and strategies used for presenting new vocabulary, the teachers should choose appropriate technique and strategy to introduce new words to

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young learner. Remembering that young learner cannot concentrate on one thing in a long time, the technique and strategy chosen should be fun as the children’s life.

The researcher suggests a lot of techniques and strategies which is appropriate with the material and will help students to learn vocabulary in easier ways. One of the ways that can be used is by using list-group-label. This strategy develops students’ academic vocabulary by categorizing words into groups that relate to similar concepts. Through this process, students are required to active their prior knowledge and engage in thinking about words in different ways. This strategy used in order to have a competence in understanding, expressing, and retelling the instruction and simple information whether in the form of action or language in the context of surrounding the learners. By teaching in fun nuance, it is hoped that it will be easy for the students to learn vocabulary.

B. Review on List-Group-Label

1. The Definition of List-Group-Label

To increase the vocabulary we need strategies. One of the strategies that can be used is by using List-Group-Label. List-Group-Label (Taba, 1967) is a vocabulary strategy where students are asked to generate a list of words, group them according to their similarities, and then label the group. This would be a great companion activity for AlphaBoxes. For example, if the teacher asked students to brainstorm a list of words they associate with danger, students might list words like run, enemy, shout, gun, snake, alarm, scream, spider, warn, scare, poison, cry, siren, stranger, escape,
fire, bear, and shelter. Students would group the words according to the categories they identify. Students might group the words run, shout, scream, warn, cry, and escape as things they would do if faced with danger. They might group the words enemy, gun, snake, spider, poison, stranger, fire, and bear as things that could cause danger.

List-Group-Label strategy (Antonacci, 2011: 45) develops students’ academic vocabulary by categorizing words into groups that relate to similar concepts. Through this process, students are required to activate their prior knowledge and engage in thinking about words in different ways. They connect their prior knowledge with new knowledge about words, thereby developing conceptual understandings useful for comprehending text. Similar with Massey and Heafner (2006), they have used List-Group-Label as a prereading strategy to assist students in activating their prior knowledge and making connections to the text. The List-Group-Label was also used as an assessment tool to determine students’ word knowledge.

According to Buehl (2009: 56), List-Group-Label is a more involved brainstorming strategy that is effective for students who have an adequate baseline in information about a topic. List-Group-Label is use to assess students’ prior knowledge of the related topics to be read as they were engaged in brainstorming words around the theme of the literature. List-Group-Label strategy was developed primarily for use in the social studies classroom.

Zwiers (2010: 156) state that List-Group-Label is connections between words and concepts from texts that students have already read on a topic, which help to

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prepare them for future texts on similar topics. Students gather important words from
texts and gradually sort them into coherent groups. They can chance up groups and
put words into more than one category, but they must negotiate the process with
others—which is the key feature of this variation. The most students use the words in
oral contexts, the better they learn them.

Others (Farstrup & Samuels, 2008, adapted from Taba, 1967) said that List-
Group-Label can be used to integrate vocabulary into the content areas in the
meaningful way. In this activity, the teacher identifies a broad topic of the text and
leads students in brainstorming group related words or subtopics. Students then label
or categorize groups of words. Next, students read the selected topic. After reading,
students identify the previously identified vocabulary contained in the text and group
and classify the categories with justification as needed. Finally, students can work in
pairs or individually to write a paragraph by using a category of terms.

List-group-label is connections between words and concepts from texts that
students have already read on a topic, which help to prepare them for future texts on
similar topics. It is a vocabulary strategy that can make students to generate a list of
words, group them according to their similarities, and then label the group. It can be
used to integrate vocabulary into the content areas in the meaningful way. List-
Group-Label allows students to brainstorm and categorize vocabulary as a way to
understand key terms to develop concept understanding. This strategy can be used to
review familiar concepts and to activate students’ background knowledge. It was also
used as an assessment tool to determine students’ word knowledge.

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2. The Procedures of Using List-Group-Label in Teaching Vocabulary

The List-Group-Label strategy helps students identify prior knowledge, improve existing vocabulary, and remember new vocabulary. We have added a fourth stage to this strategy—the confirmation stage—to enhance students’ attention to and clarification of their reading. The procedures are (Massey and Heafner, 2006: 19-22):

a. List: First, select a one- or two-word topic from the material students will be reading. Write this topic on the board. Next, have students work individually or in a small groups and brainstorm words and phrases related to the topic. The lists they come up with should be kept to a manageable size (approximately 25-40 responses). You can also do this as a whole class activity, in which case you field responses from students and write them on the board. Making the “listing” step a whole class activity also will allow you to show students the correct pronunciation of each word, name, or phrase; in addition, you can point out features such as root words or affixes or clarify the meaning of new words.

b. Group: Instruct students to group the list items into smaller categories. These categories should contain words that have something in common with one another. It is usually helpful to set parameters such as, “Each group must contain at least three words.” We have found it helpful for students to keep a “miscellaneous” pile for words they still do not know how to use.

c. Label: Once students have placed the items from original list into categories, they should next label each category with a title reflecting the similar
characteristic of the word. They should then share these labels with the whole group. Ask each group to justify why they grouped the words as they did.

### Table 2.4. Example of List-Group-Label

**Marco Polo’s travel:**

**List:**

| Mongol | China | Venehian |
| Trade | Merchants | India |
| Kublai Khan | Ambassador | Tartars |
| Turkish Speaking | Migratory | Central Asian Steppes |
| Regional Weather | Pasture Land | Animals |
| Differences | Wood | Felt |
| Moveable Circular Home | Carts | Hunters |
| Wagons | Milk | Meat |
| Warriors | Southeast Asia | Cooperation |
| Social Harmony | Migratory | Self-sufficient |

**Group:**

Kublai Khan
Ambassador
Merchants
Traders

| China | India |
| Southeast Asia | Central Asian Steppes |
| Regional Weather Differences |
| Felt | Wood |
| Pasture Land |
| Animals |

| Wagon | Carts |
| Moveable Circular Home |
| Cooperation |
| Social Harmony | Trade |
| Men=Wariors & Hunters | Animals |
| Women=Domestic Tasks & Family | Migratory |
| Self-sufficiency |
| Milk | Meat |

**Label:**

<table>
<thead>
<tr>
<th>People</th>
<th>Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kublai Khan</td>
<td>China</td>
</tr>
<tr>
<td>Ambassador</td>
<td>India</td>
</tr>
<tr>
<td>Merchants</td>
<td>Southeast Asia</td>
</tr>
<tr>
<td>Traders</td>
<td>Central Asian Steppes</td>
</tr>
<tr>
<td>Regional Weather Differences</td>
<td></td>
</tr>
</tbody>
</table>
d. Confirm: Next, have the students check their background knowledge. They should place a check mark in front of information they can confirm from their textbook, a minus sign (−) in front of the information that is incorrect based on the textbook, and a question mark in front of the material that the textbook neither confirms nor disproves. For items labeled with a minus sign, students should investigate further and clarify the information.

Use the confirmation stage of List-Group-Label to assess students understanding. Be sure that students have matched information from the List-Group-Label chart to information in their textbook.

According to Buehl (2009: 56) List-Group-Label is a more involved brainstorming strategy that is effective for students who have an adequate baseline in information about a topic. Using this strategy involves the following steps:

a. Decide on an appropriate cue word and gives students 3 minute to write as many words as they can associate with the term. For example, ask students to jot down associations for amphibia before studying this topic. List the

<table>
<thead>
<tr>
<th>Resources</th>
<th>Transportation &amp; Mobility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Felt</td>
<td>Wagons</td>
</tr>
<tr>
<td>Wood</td>
<td>Carts</td>
</tr>
<tr>
<td>Pasture Land</td>
<td>Moveable Circular Home</td>
</tr>
<tr>
<td>Animals</td>
<td>Migratory</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Organization</th>
<th>Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperation</td>
<td>Trade</td>
</tr>
<tr>
<td>Social Harmony</td>
<td>Animals</td>
</tr>
<tr>
<td>Men=W :Warriors &amp; Hunters</td>
<td>Migratory</td>
</tr>
<tr>
<td>Women=Domestic Tasks &amp; Family</td>
<td>Self-sufficiency</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Milk</th>
<th>Meat</th>
<th>Food</th>
</tr>
</thead>
</table>

commit to user
associations on a chalkboard or overhead transparency. Ask for a quick justification for how each word or expression relates to the topic. For example, a list might include frog, salamander, lives near water, toad, eats bogs, cold-blooded, ponds, aquarium, and slimy skin.

b. When you have a sufficient list, have students work in cooperative teams to group items by common characteristics. Provide teams with small slips of paper so they can record items and physically shift them into groups. Students should aim for at least three items per group, although there may be misfit items that do not correspond with the others.

c. The final stage of this brainstorming activity involves categorization. Have students examine their groupings and decide an appropriate label, which can be written on a slip of paper and used as a title for each sublist. Each team shares its categories and explains the rationale for organizing the lists. Labels for amphibian could include types, where they live, and characteristics.

List-Group-Label makes words come alive for students through their conversations and reflections on the “meaning connections” between words. It actively engages students in learning new vocabulary and content by activating their critical thinking skills. It provides students with a way to recognize the relationships between words and concepts using their prior knowledge about a topic. The list-group-label strategy can be used before and after students read. After selecting a main concept in a reading passage (Classroom Strategies List-Group-Label):
a. Select a main concept in a reading selection.

b. List: Have students brainstorm all the words they think relate to the topic.
   - Visually display student responses.
   - At this point do not critique student responses. Some words may not
     reflect the main concept, but hopefully students will realize this as they
     begin grouping the words in the next step.

c. Group: Divide your class into small groups. Each group will work to cluster
   the class list of words into subcategories. As groups of words emerge,
   challenge your students to explain their reasoning for placing words together
   or discarding them.

d. Label: Invite students to suggest a title or label for the groups of words they
   have formed. These labels should relate to their reasoning for the grouping.

Based on explanation from some experts above, List-Group-Label strategy
offers a simple three-step process for students to organize a vocabulary list from a
reading selection. This strategy stresses relationships between words and the critical
thinking skills required to recognize these relationships. List-group-label challenges
students to list key words (especially unclear and/or technical terms) from a reading
selection, group these words into logical categories based on shared features, and
label the categories with clear descriptive titles.
3. The Advantages and Disadvantages of Using List-Group-Label

The List-Group-Label strategy encourages students to improve their vocabulary and categorization skills and learn to organize concepts. Categorizing listed words, through grouping and labeling, helps students organize new concepts in relation to previously learned concepts. The purpose of List-Group-Label strategy is to assist students in learning new vocabulary by emphasizing word relationships. In addition to helping students understand and remember vocabulary words and phrases, it also supports the activation of background knowledge. There are many advantages and disadvantages of using List-Group-Label:

a. Advantages

The advantages of using List-Group-Label in teaching vocabulary are as follows (Buehl, 2009: 57):

1) Students prepare for the study of new material and anticipate the content based on what they already know. Students are more motivated to read material that related to something they already know.

2) Students share background knowledge with their peers so that all students can begin reading with some familiarity of the topic.

3) Student misconceptions about the material that appear during brainstorming are in the open to be corrected during instruction.

4) Students assume the responsibility for raising questions, seeking clarifications, and engaging in discussion about the topic.
5) Students can revisit their lists after learning to add new information or to eliminate erroneous information.

Brunner (2011:15) gives some advantages of using List-Group-Label, they are as follows:

1) Activates background knowledge prior to reading a selection.
2) Facilitates a deeper understanding of the vocabulary terms.
3) Engaging for all students in a classroom with students having a wide range of academic ability.
4) Provides differentiation through the choice of selected words for each group.
5) Allows for both small- and large-group discussion.
6) Encourages collaboration.
7) Provides opportunity for students to consider relationship between words.
8) Good activity for a substitute teacher.
9) Easy to implement.
10) Applicable for a variety of subject.

b. Disadvantages

Besides the advantages that List-Group-Label has, it also has several disadvantages instead. They are:

1) This strategy is not effective when students are not able to interact.
2) This strategy is difficult for students having low ability in English to create an idea when labeling the words.
3) This strategy organize information with categorize group of words, this activity will be appealing to students with strong skills. Students with weaker skills may find this activity frustrating.

C. Review on Translation

1. The Definition of Translation

Translation comes from an old Latin verb *transfere*, and the term for translator is *interpre* (a person who interferes, who does not necessarily communicate honestly what he/she understands). Peter (1997: 27) defines translation as one-to-many correspondence between languages. Bell (1991: 5) states that translation is the replacement of a representation of a different text in second language. He gives an example that translation usually used in physiological activities including reading comprehension and writing process. In reading, teacher asks the students to read the text then translate it into target language, while in writing the activity is rewriting the text in first language.

Crystal (1998: 54) states that translation is the neutral term used for all tasks where the meaning of expression in one language (the source language) is turned into the meaning of another language (the target language), whether the medium is spoken, written, or signed. The similar definition is stated by William (2006: 82); he states that translation is to reproduce the meaning or the form of the source language in the receptor language. It is primarily a word-for-word translation or a meaning-for-meaning translation. It consist of reproducing in the receptor language the closest
natural equivalent of the source language message, first in terms of meaning and secondly in terms of style.

According to Toury (1995: 72) translation is communication between messages integrated in a given linguistics-cultural system that means they are regulated by norms and through them a society controls the importation and exportation for its culture.

Thornbury (2002: 157) says that translation is used to supply the meaning, or definition, synonyms, or example given. Teacher can teach vocabulary deductively or inductively. He gives example that teacher can dictate a number of words that are familiar to the students then asks them to write the meaning in target language, if they cannot; they can use their dictionary to find the meaning of words. He adds that traditionally, translation has been the most widely used means of presenting the meaning of word in monolingual classes. It is the easiest way to understand the students and has the advantage of being the most direct route to a word’s meaning – assuming that there is a close match between the target word and its first language equivalent. It is, therefore, very economical, and especially suitable for dealing with incidental vocabulary that may crop up in a lesson. It also doesn’t need hard effort to do for both teacher and students. The teacher gives the meaning of word in target language directly while the students don’t have to work very hard to access the meaning and it may mean that word is less memorable.

From the explanation above, it is known that translation has been used to turn the meaning of expression in one language into the meaning of another language. The
purpose of translation is to reproduce the meaning, or definition, synonyms, or example given. Translation is an explicit teaching device that emphasizes on the teaching of vocabulary items. In reading, teacher asks the students to read the text then translate it into target language, while in writing the activity is rewriting the text in first language.

2. The Types of Translation

Bassnett and Guire (1991: 14) write that Roman Jakobson in his article 'On Linguistic Aspects of Translation' distinguishes three types of translation as follows:

a. Intralingual translation or rewording.
   An interpretation of verbal signs by means of other signs in the same language

b. Interlingual translation or translation proper.
   An interpretation of verbal signs by means of some other language

c. Intersemiotic translation or transmutation
   An interpretation of verbal signs by means of signs of nonverbal sign systems

Dryden (in Robinson, 1997: 87) states that there are three types of translation according to their degree of fidelity: (1) metaphrase (word by word); (2) paraphrase (sense for sense); and (3) imitation (free; based on the translator criteria).
3. The Procedures of Using Translation in Teaching Vocabulary

According to Atkinson and Eadie (1999: 6) the procedure of using translation are as follows:

a. Pre-translation Activity

The aim is to integrate translation and reading skills in order to activate schemata.

Step 1: The teacher initiates a discussion on the topic to be dealt with in the class. She elicits key words in target language from the students. She writes the words the students don’t know (but which appear in the text) in first language.

Step 2: The students read the text and in pairs or small groups try to find target language equivalents of the words written on the board.

Step 3: The whole class compares results.

b. Pre-translation Activity

The aim is to integrate vocabulary practice and writing skills with translation.

Step 1: Vocabulary practice

1) How many of the following words can be used with an inanimate object?

2) Try them into simple sentences.

Step 2: Would they used a direct translation of these collocation in their mother tongue?

c. Translation Activity

The aim is raising awareness of the role of context and register.
Step 1: Divide the text into three parts, A, B, and C; forms group of three and give each a different section to translate.

Step 2: The students who are given the same portion of the text form new groups of three in which they compare and discuss their translations. They also try to agree on a best version.

Step 3: The students go back to their original groups, put the translated text together, discuss it and make necessary changes.

d. Post-translation Activity

The aim is raising linguistic awareness through translation.

Step 1: The students compare and discuss their versions and fill in a comparison charts.

4. The Advantages and Disadvantages of Using Translation

One of teaching aids for teaching vocabulary is translation. The teacher tells the meaning of the new word by giving its translation in the same language. It means the teacher does not immediately translate it into mother tongue but rather that explain it in long term. The explanation given can be in the form of definition, explanation, or example.

Most teaching aids definitely have the advantages and disadvantages of each; such is translation. There are several advantages of translation that is given by Gonzalez and Celaya (1992: 29). They say that translation can be very useful as a
class activity “If taken as a tool among others to help in the learning and not as the only possible technique.” They continue giving reasons to support translation validity:

a. Students become aware of both L1 and L2 patterns and the correspondence between them.

b. Structures are placed within cognitive frame of language target.

c. Problems of transfer may be diminished.

d. Translation forms a natural part of the learning process and is something that students probably do often outside the classroom.

According to Godoyol (1995: 28) specifies some of the points on this above mentioned lists and adds other benefits of using translation in the foreign language classroom translation:

a. Develops basic abilities: mental agility, memory, linguistic precision, clarity.

b. Leads the student to speculate, argue and defends of his or her ideas.

c. Exercises linguistic accuracy: comprehension, search for equivalence, and written production.

d. Analyses the contrast between the languages.

e. Investigates the social cultural weight that lies hidden behind the words.

f. Encourages students to immerse in the world of professional translation.

Besides the advantages that translation has, it also has several disadvantages instead. There are several disadvantages of translation that is given by Duff (1989: 5). He has another opinion that translation has been generally out of favour for language teaching and learning. He says that translation is largely ignored as a valid activity for
language practice and improvement. The students can't develop their language practically using translation. Because translation is a passive way used for communication improvement, and even where it is still retained, it tends to be used not for language teaching, but for testing. He shows some justification why teacher doesn't want to apply translation for teaching and learning activity. Some of them are as follows:

a. Translation is a text-bound and only confined two language skills, those are reading and writing, besides that it is not a communicative activity because it involves no oral interaction.

b. Translation is not suitable for classroom work because the students only do writing activity which needs much time-consuming and it is very wasteful.

c. Translation is not matched to the general need of language learner that is the elementary students need to be able to speak as simple as possible.

d. Translation is not attractive ways to present for beginner because it requires the use of mother tongue.

e. Translation is bored to do and to correct.

He says that sometimes the teacher cannot explain the material using interesting technique so he/she decided to use the easiest way in teaching like using translation. He or she is thinking that it will take time, care, and thought. Student must spend many hours to do this activity. Usually, students are often asked to translate without being given any introduction to the kind of material they will be working on. As a result, they are not mentally prepared for the activity although translation is primarily
intended for work with students whose mother tongue is not English, but who have a sound grasp of the language.

Brown (2001: 19) states that translation is an ironic method which is still used recently, it has been so stalwart among many competing models. It does virtually nothing to enhance a student’s communicative ability in the language, because the teacher only asks the students to memorize list of vocabularies and attempting to produce perfect translation of text.

D. The Difference between List-Group-Label and Translation

In order to give clearer understanding about the difference between List-Group-Label and Translation, the writer presents the differences that exist in teaching procedures from both strategies shown in Table 2.5:

<table>
<thead>
<tr>
<th>List-Group-Label</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Selecting a one or two word topic from the material students will be reading.</td>
<td>1. Initiating a discussion on the topic to be dealt with in the class.</td>
</tr>
<tr>
<td>2. Having students brainstorm all the words they think and phrases related to the topic.</td>
<td>2. Reading the text and in pairs or small groups try to find target language equivalents of the words.</td>
</tr>
<tr>
<td>3. Writing as many words as the students can associate with the term in a list.</td>
<td>3. Dividing the text into three parts, A, B and C; form groups of three and give each a different section to translate.</td>
</tr>
<tr>
<td>4. Grouping the list items into smaller categories.</td>
<td>4. Discussing their translations.</td>
</tr>
<tr>
<td>5. Labeling each category with a title reflecting the similar characteristic of the word.</td>
<td>5. Comparing and discussing their versions and fill in a comparison charts.</td>
</tr>
<tr>
<td>6. Checking information that the students get and clarify the information.</td>
<td></td>
</tr>
</tbody>
</table>

Table 2.5. The Difference between List-Group-Label and Translation
E. Review on Creativity

1. The Definition of Creativity

Guilford (1967) states that creativity is part of the divergent, convergent, and evaluative thinking operations. It is measured by the flexibility, fluency, and originality of responses to a given problem situation. It is also measured by the sensitivity of an individual to a problem and the ability to redefine information. The similar definition is stated by Abdul Ghaffar in Langgulung (1991: 199) interprets and adds Guilford test in seven items as: fluency, spontaneous flexibility, originality, sensitivity to problems.

According to the Geneplore model developed by Finke, Ward and Smith (1992), creativity involves two phases - the generative phase in which the individual generates constructs from pre-inventive structures or known processes/ideas and the exploratory phase in which pre-inventive structures are interpreted to come up with new creative ideas.

Munandar (1999a: 10) defines creativity into four dimensions popularly known as Four P’s of creativity: person, process, pressure and product. Person refers to personal creativity showing creative potential ability possessed by a person. Creativity as a process can be formulated as a form of thought in which an individual tries to find out new relationships, answers, methods, or new ways in facing a problem. Meanwhile, creativity as a pressure is a motivation and desire to create something new. Then, creativity as a product defined by Munandar (1999a: 21) is the ability to bring something new into existence.
In short, everything a person creates is actually a result of one’s unique personality in relation to his environment. Another expert says that creativity is a general ability to create something new and to share new ideas implemented in problem solving. It can also be said as an ability to understand new relationships among previous elements (Munandar, 1999a: 25).

According to Roy (2009), creativity is the process of generating novel ideas and is the basic force for all inventions. The process of creation involves seeing new relations between concepts and things and determining unique solutions to problems. The similar definition is stated by Simonton (2000: 78). Creativity is a characteristic of human behavior that seems the most mysterious, and yet most critical to human advancement. The capacity to solve problems in new ways and to produce works that are novel, appropriate, and socially valued is an ability that has fascinated people for centuries. Most creativity research concerns the nature of creative thinking, the distinctive characteristics of the creative person, the development of creativity across the individual life span, and the social environments most strongly associated with creative activity.

From those definitions above, it can be concluded that creativity is general ability to create something new. It is a mental and social process involving the generation of new ideas or concepts, or new associations of the creative mind between existing ideas or concepts. It is measured by the flexibility, fluency, and originality of responses to a given problem situation. It is also measured by the
sensitivity of an individual to a problem and the ability to redefine information.

Creativity involves two phases; the generative phase and the exploratory phase.

2. **Verbal Creativity**

   a. **Definition of Verbal Creativity**

   Verbal creativity consists of two words; verbal and creativity. Thrustone as quoted by Azwar (1996: 44) states that verbal refers to any understanding towards relationship of words, vocabularies, and communication mastery.

   Sinolungan (2001: 35) states that:

   *Kreativitas verbal adalah kemampuan berkomunikasi yang diawali dengan pementukan ide melalui kata-kata serta mengarahkan fokus permasalahan pada penggunaan bahasa atau kata-kata yang akan menentukan jelas tidaknya pengertian mengenai ide yang disampaikan.*

   Torrance in Munandar (1999b: 67) defines verbal creativity as an ability to think creatively and to measure one’s fluency, flexibility and originality of a verbal form which deals with words and sentences.

   Mednick and Mednick (2001: 90) say that verbal creativity is an ability to see a relationship of different ideas and to combine these ideas into new associations. Children with this special ability are able to create new patterns based on their own thought in their cognitive mind. Guilford (1975) also states that verbal creativity is an ability to think divergently. Thinking divergently means that it tries to find any possible alternative solution upon a problem.
Based on the above definitions, it can be concluded that verbal creativity is an ability to form and create new ideas and then combine them into something new referring to the existing information. The new ideas reflect fluency, flexibility, and originality that can be seen in divergent thought revealed verbally.

Alisyahbana (1983: 29) mentions that one of the important factors to support the verbal creativity development is a social need that leads to a formation of new and certain form, pattern or system because the existing old one can not fulfill the present need. In a certain condition, people may feel unhappy and unsatisfied toward their relation with others in society. As a result, they think to find out and create a new form, pattern and system that may meet the desired requirement to improve their relationship among each other.

Munandar (1999a: 98) mentions that developing verbal creativity involves:

a) The development of cognitive aspect that can be done by stimulating fluency, flexibility, and originality of thought and can be seen in their strong curiosity, original ideas, imagination, and ability to develop ideas with his or her own ways,

b) The development of affective aspect that can be achieved by improving creative attitude and interests, and can be seen from their freedom to express their ideas freely, ability in arts, eagerness to try something new and risky, confidence, and patience,
c) The development of psychomotor aspect supported by providing educational facilities that enable pupils to develop their ability to create innovative and creative work and can be recognized from their ability and eagerness to be persistent and perseverance on their ideas, independence, and bravery.

Considering the above explanation, it can be concluded that the development of verbal creativity covers cognitive aspects, which deal with fluency, flexibility, and originality of thought, affective aspects, which are about ability to express ideas freely, ability in arts, and eagerness to try something new, and risky, and psychomotor aspects dealing with ability to create innovative and creative work. Besides that, culture and society where an individual lives influence the development of one’s verbal creativity.

b. Instrument of Verbal Creativity

The construction of verbal creativity test based on the structure of intellect model from Guilford as a theoretical framework and it was developed by Torrence as the ability to think creatively. Then, it was constructed by Munandar firstly in Indonesia in 1977 as a test of verbal creativity, which measures to think divergently.

This test consists of six sub-test to measure all of dimensions like divergent thinking operation, content dimension, the dimension of verbal creativity, and dimensions of products. Creativity is is operationally defined as a process that is reflected in the smoothness, flexibility, and originality in thinking (Munandar,
Verbal creativity test contains some indicators: flexibility, fluency, originality, and elaboration.

**Table 2.6 Blue Print of Verbal Creativity**

<table>
<thead>
<tr>
<th>No</th>
<th>Indicators</th>
<th>Meaning</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Flexibility</strong></td>
<td>a. The ability to find ideas</td>
<td>a. Expressing ideas in solving a problem with the smooth</td>
</tr>
</tbody>
</table>
| 2  | **Fluency** | a. The ability to generate ideas to solve a problem from different perspective.  
   b. The ability to change the mindset to become more advanced. | a. Thinking about all sorts of different ways to solve a problem  
b. Changing flow of thought spontaneously |
| 3  | **Originality** | a. The ability to find new and unique ideas.  
   b. The ability to find new ideas by making a combination of ideas or thoughts earlier. | a. Finding solutions of the problem that is never thought by the others.  
b. Considering the various solutions that have applied in the previous problem. |
| 4  | **Elaboration** | a. The ability to develop an idea  
   b. The ability to specify the details of an idea | a. Developing ideas that have been expressed by others before.  
b. Expressing ideas that have been expressed by others in detail |

The description of the sub-tests on verbal creativity, namely:

a) **Word Initials**

In this test, a subject should think as many words starting with certain letters as possible in two minutes. The purpose of this test is to measure the fluency with words that meet certain determined criteria used in English.
b) Word Creation

When doing this test, a subject is required to arrange as many words from a given word as possible in two minutes. This test is aimed at measuring not only fluency with words but also fluency to arrange words into a grammatically correct sentence pattern in English.

c) Sentence Formulation from Three Letters

For this test, a subject has to arrange as many sentences as possible from three given letters in which the first letter has been determined in three minutes. In arranging a sentence, a subject may freely place each letter in a formed sentence. However, he/she is not allowed to write the words he/she writes before. This test is to measure the fluency in expressing something in the form of sentence meeting a certain grammatical English pattern.

d) Similar Characteristics

The objective of this test is to find out as many things from two similar characteristics given as possible in two minutes. This kind of test is to measure the fluency in expressing ideas meeting certain given criterion.

e) Extraordinary Uses of Words

The purpose of this test is to think of as many devices that have unusual uses as possible in two minutes. This test is to measure the flexibility of minds since a subject should not be influenced by the common uses of a device. In the other hand, a subject needs to think beyond what a device is used
This test is to measure both the flexibility of minds and the originality of minds. In this test, the originality is measured statistically by considering the uniqueness or unusualness of a written answer.

f) Consequences or Effects

In this test, a subject needs to think of many consequences as possible from a given condition in four minutes. This test requires a subject to be imaginative and to be able to express his imagination into a written form. What this test measures is the fluency in expressing ideas and the ability to elaborate an idea into a specific matter yielding various implications.

The time that is used to do this test is 60 minutes. The amount of time is sufficient for subject to express their ideas (Munandar, 1977). Every item of the test is given about 2–4 minutes to do it and in the initial of workmanship must be in accordance with the command that is given by instructor.

Table 2.7 Time used to testing verbal creativity

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Total Number of Item</th>
<th>Time Per Item</th>
<th>Total Time Per Subtest</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>2 Minutes</td>
<td>8 Minutes</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>2 Minutes</td>
<td>8 Minutes</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>3 Minutes</td>
<td>12 Minutes</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>2 Minutes</td>
<td>8 Minutes</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>2 Minutes</td>
<td>8 Minutes</td>
</tr>
<tr>
<td>6</td>
<td>4</td>
<td>4 Minutes</td>
<td>16 Minutes</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td></td>
<td>60 Minutes</td>
</tr>
</tbody>
</table>

The High scores of verbal creativity test are determined by the number of correct answer. Answer correctly and meets the requirements will get score (1),
while for an incorrect answers or does not meet the requirements will receive score (0).

The verbal creativity test is conducted by the students in the level of senior high school. To determine whether the students are in the level of high and low, the researcher looked for $Me$ first from the total scores. It means that if the scores of verbal creativity test of the students are same as $Me$ or more than $Me$, it can be categorized into high level. While if the scores of verbal creativity test of the students are less than $Me$, it can be categorized into low level. $Me$ is the midpoint of the score of students' creativity test. Median is said to be the appropriate measure for central tendency when the set of scores is not evenly distributed (Sprinthall, 1990: 115).

**F. Review of Related Research**

The researcher finds six previous studies which are related to this research. The first research was done by Indrawana (2011), entitled “The Use of LGL (List-Group-Label) Strategy to Improve Students’ Vocabulary in Learning English of Year Five Students at Elementary School 034 Tenayan Raya Pekanbaru” The researcher analyzed the List-Group-Label. In this research, she used List-Group-Label as a strategy to teach vocabulary. The research findings that the use of List Group Label strategy in learning English can improve students’ vocabulary. So, the students were more active and interest in memorizing new vocabularies to improve their vocabulary.
The second research was done by Marita, Riza, and Yani (2012) entitled “The Effect of Using List Group Label Strategy Toward Students’ Reading Achievement A Study at Eight Year of SMP N 1 Ranah Pesisir”. The result of the research shows that List Group Label strategy can be successfully implemented in Junior High School student to increase student’s ability in learning language especially in reading.

The third research was carried out by Readence and Searfoss (1980) entitled “Teaching Strategies for Vocabulary Development”. The result of the research is outlines procedures by which teachers can foster and speed up student vocabulary growth. The procedures discusses three aspects of categorization: word fluency, the list-group-label lesson, and feature analysis. Another finding, students will learn from each others responses and understand meaning of the words better by using list group label.

The fourth research was carried out by Boling and Evans (2008) entitled “Reading Success in the Secondary Classroom”. Their goal on that research is explain the scaffolded reading experience (SRE). SRE is an organizational framework that secondary teachers may use to integrate the reading process into their content. SRE targets 2 instructional elements: techniques and strategies. Techniques are actions the teacher takes to ensure appropriate prereading, reading, and postreading instruction. Strategies, such as list-group-label, story pyramid, and summarizing, are tools that students use to comprehend information.
The fifth research was conducted by Blachowicz and Fisher (2004) entitled “Building Vocabulary in Remedial Settings: Focus on Word Relatedness”. Their goal on that research is focusing on semantic categories (words related to transportation), relational categories (words that are similar, opposites, gradations of meaning, words that share morphological units) and words connected by to visualization are all ways to extend word knowledge of struggling readers. Another goal, list group label can allow students to practice and develop their vocabularies without having to be concerned with definitions or supplying meanings. The categorizing in itself supplies sufficient structure for students to begin to learn meanings with which they are unfamiliar or to refine their understanding of meanings partially known and develops automaticity as well.

The sixth research was conducted by Kinsella, Stump, and Feldman (2008) entitled “Strategies for Vocabulary Development”. Their goal on that research is explain some additional strategies that teachers can employ to assist students in building their vocabularies. However, it is essential to keep in mind that promoting extensive reading, carefully selecting which words to teach quickly and which to teach extensively, and choosing strategies that help students make cognitive connections between the new and the known are at the heart of effective vocabulary building. Last, the more intangible notion of taking delight in the world of words, modeling one's own love of language, pushing the "lexical envelope" is less subject to research study but nonetheless certainly worthy of consideration.
G. Rationale

1. The difference between List-Group-Label and Translation to teach vocabulary.

List-Group-Label is a vocabulary strategy that engages students in a three-step process to actively organize their understanding of content area vocabulary and categorization skills and learn to organize concepts. Categorizing listed words, through grouping and labeling, helps students organize new concepts in relation to previously learned concepts. It provides students with a way to recognize the relationships between words and concepts using their prior knowledge about a topic. It actively engages students in learning new vocabulary and content by activating their critical thinking skills. List-Group-Label allows students to brainstorm and categorize as a way to understand key terms for concept development. This strategy can be used to review familiar concepts.

Meanwhile, translation has been used to turn the meaning of expression in one language into the meaning of another language. The purpose of translation is to reproduce the meaning, or definition, synonyms, or example given. Translation makes the students depend on the dictionary or the other book and it makes them not confident without it. Translation does not give much opportunity to the students to be active, creative, and imaginative in learning vocabulary. It causes the classroom circumstances to be monotonous, passive, and boring. Translation does not attract the students’ attention and it cannot improve the students’ creativity. In teaching learning,
translation presents the material in boring drills, memorizing long lists, translating and learning vocabulary in isolation. Moreover, it will make the students addictive.

From that definition, it can be concluded that List-Group-Label is more effective than translation to teach vocabulary for elementary students. The main reason is List-Group-Label is more attractive, it is like playing a game. This strategy makes the students more active and learn from their prior knowledge. Translation doesn't give much opportunity to the students to be active, creative and imaginative in learning vocabulary. For getting the meaning of a new word in teaching vocabulary, translation can provide it further than using media. This technique doesn't attract the students' attention and cannot improve students' creativity.

2. The difference between the students who have high and low level of creativity in mastering vocabulary.

Vocabulary activity involves students' creativity since creativity will allow them to generate new ideas in solving an existing problem. A creative student will think beyond what he sees, reads, and listens. In a learning process, a creative student will be able to come up with unexpected ideas better than a student with a low creativity level. As a result, a creative student will express his ideas in learning vocabulary better than a student with a low creativity. In the learning vocabulary, a creative student has a lot of good ideas to solve a problem.

On the contrary, the tendency of low creativity will just think what he/she sees, reads, and listens without being able to think what is beyond. They are unable to
come up with their own fresh ideas and opinions when learning. They find it difficult to do what a student with high creativity does. They will give up easily when they have to do that. They find it uneasy to analyze a current issue and determine his or her opinion. Thus, students having high creativity are assumed to have better vocabulary mastery than those having low creativity. The students having high creativity are more attractive than the students with low creativity.

3. The interaction between teaching strategy and creativity in teaching vocabulary.

Teaching strategy used by a teacher in class surely will influence the learning process and learning output. The selection of teaching strategy must be carefully done to find the appropriate teaching strategy in a certain class, because every class has different characteristics. In a language class, there are many strategies, methods and techniques that can be used in the learning process. To teach vocabulary, the teacher can use List-Group-Label. List-Group-Label as one of teaching strategy needs involvement of the group members.

List-Group-Label will create the students’ enthusiasm to learn English. List-Group-Label will attract the students to learn more about vocabulary. List-Group-Label needs creativity. Theoretically, creativity contributes a lot to the improvement of the students’ learning process, including learning vocabulary. If the students have high level of creativity, they will express his good ideas in learning process. They will be active in responding the material that given by the teacher.
This condition is different from the translation teaching model for the involvement of the students in the translation teaching model is not maximized. In the translation teaching model, the teacher takes almost the whole learning process to explain the material. The teacher provides feedback to the students. Surely, this condition can create a boring situation for the students having high creativity since they just listen to the teacher’s explanation without getting chances to find something in their learning process.

The above explanation shows that translation teaching model is appropriate for students having low creativity since the students having low creativity are dependent to their teacher’s explanation. They tend to be passive. Therefore, it can be assumed that there is an interaction between techniques employed by teachers and students’ creativity; in other words, students with higher creativity will have a better suitability to be taught using List-Group-Label strategy and students with lower creativity will be taught using translation. Thus, List-Group-Label and students’ creativity are predicted to interact in developing students’ vocabulary mastery.
H. Hypothesis

The hypothesis of the research can be formulated as follows:

a. List-Group-Label is more effective than translation to teach vocabulary to the fifth grade students of SDN VII Wonogiri in the academic year of 2012/2013.

b. The students having high creativity have better vocabulary mastery than those having low creativity.

c. There is an interaction between teaching strategies and students’ creativity on the students’ vocabulary mastery.
CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

The study is an experimental design, since it described the quantitative degree to which variables were related. It is also reasonable that the writer intends to examine the cause and effect among the variables, those are List-Group-Label and Translation in teaching vocabulary viewed from students' creativity. According to Fraenkel and Wallen (1993: 240) state that experimental research is one of the most powerful research methodologies, because it is the best way to establish cause and effect relationship between variables. Besides that, it is the only type of research that directly attempts to influence a particular variable. Ari et al. (1975: 225) agrees that experiment is the most complicated research for testing hypothesis. There are five designs in experimental study. The designs are as follows: (1) Pre-experimental designs; (2) True experimental designs; (3) Factorial designs; (4) Quasi-Experimental designs; and (5) Time-series designs. Because the researcher wants to assess both independent variables, factorial design is used to analyze the main effects for both experimental variables as well as an analysis of the interaction between the treatments.

Factorial design is a further development of the experimental technique, which allows for two or more different characteristics, treatments, or events to be independently varied within a single study. This is a logical approach to examining
multiple-causality. This research is designed to describe and to prove the effectiveness of using List-Group-Label in teaching vocabulary to improve students’ vocabulary mastery viewed from students’ creativity and to attract the students so they are interested to learn.

B. Place and Time of the Study

The writer conducted the study at the fifth grade students of SDN VII Wonogiri in the academic year of 2012/2013. This study was conducted from March 2012 to November 2012. The schedule of conducting this research can be seen in the following table.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designing research proposal</td>
<td>March 2012</td>
</tr>
<tr>
<td>Conducting proposal seminar</td>
<td>April 2012</td>
</tr>
<tr>
<td>Developing research instrument</td>
<td>May 2012</td>
</tr>
<tr>
<td>Giving treatment and collecting data</td>
<td>July-September 2012</td>
</tr>
<tr>
<td>Discussing the data analysis</td>
<td>October-November 2012</td>
</tr>
<tr>
<td>Writing research report was accomplished</td>
<td>November 2012</td>
</tr>
<tr>
<td>Thesis Examination</td>
<td>January 2013</td>
</tr>
</tbody>
</table>

C. The Subject of the Study

Fraenkel and Wallen (1993: 79) say that a population is the group to which the result of the study are intended to apply while the sample is a group in a research study on which information is obtained. In almost all research, the sample is smaller than the number of populations. The subject of the study is the fifth grade students of elementary school of SDN VII Wonogiri.
The population of this research is the fifth grade students of SDN VII Wonogiri in the academic year of 2012/2013. There are two classes for the fifth grade students of the school. Each class contains more or less 30 students. They are divided into two classes A and B. The populations are homogeneous. Each class contains male and female students. They come from the same ethnic group of Javanese but they have different economic status.

Sample is part of all representatives of a population that are analyzed. The samples of this research are the fifth grade of SDN VII Wonogiri in the academic year 2012/2013. They are divided into two classes A and B. The number of students of each class is 30 students. So, the total number of the students in both classes is 60 students. The researcher employed total sampling technique to the total population. Total sampling is used in two classes which are used as the sample in this research. The first class is class VB as an experimental class and the second class is class VA as a control class. The experimental class will be taught using List-Group-Label while the control class will be taught using Translation that was a mnemonic device. The researcher purposely takes these classes because some students in these classes have the problem in vocabulary mastery.

D. Technique of Data Collection

The data to support the research were collected from students using test. In this research, the writer uses an achievement test to measure students’ vocabulary mastery after the students have been exposed to specific learning experiences. According to
Burke (2000: 117) achievement test is designed to measure the degree to which the students have learned the material covered. The achievement tests used are in the form of essay and multiple-choice type especially for vocabulary. Before giving the test to the participants, the writer should check whether the test is valid and reliable or not by using try out. The result of the try out test then is analyzed to know the instrument's validity and reliability and to know whether any of the items should be revised or not.

The two important things should be considered in the instrument are validity and reliability. Fraenkel and Wallen (1993: 138) define validity as the appropriateness, meaningfulness, and usefulness of the inferences a researcher makes, while reliability refers to the consistency of scores or answer from one administration of an instrument to another, and from one set of items to another. The validity and reliability are used to select the best and the most accurate results of test or assessment instrument. If the test is not valid and reliable, the students’ score obtained from the test are not valid and reliable. Therefore, it does not reflect the student’s mastery of the material.

1. Vocabulary mastery test

The vocabulary test is in multiple choice form. Test must be valid and reliable. Therefore, the test is tried out to know the validity and reliability. It is done before the treatment. The tryout is not done in the experiment or control class.
The Biserial formula is used to know the validity of the vocabulary test:

\[ r_{\text{bis}} = \frac{x_t - x_i}{s} \sqrt{\frac{p_1}{p_2}} \]

Where:
- \( r_{\text{bis}} \): Biserial point correlation validity
- \( S_t \): standard of deviation
- \( p \): the testy proportion that can answer the correct answer of items.
- \( q \): \( 1 - p \)
- \( x_t \): the average of total score for all testy
- \( x_i \): the average of score testy for the correct answer

(Arikunto, 2002: 252)

The test items are valid if \( r_{\text{obtained}} \) is higher than \( r_{\text{table}} \) or \( r_o > r_t \) and invalid if \( r_{\text{obtained}} \) is lower than \( r_{\text{table}} \) or \( r_o < r_t \).

After validation, the next step is measuring the reliability of the instrument. To find out the reliability of the vocabulary test, the researcher uses KR-20 (Kuder–Richardson formula 20 reliability) formula because the test used in this research is in the form of multiple-choice type. The formula for computing KR-20 reliability is as follows:

\[ r_{kr} = \frac{k}{k-1} \left( 1 - \frac{\sum pq}{S_t^2} \right) \]

\( r_{kr} \): Kuder–Richardson formula 20 reliability coefficient.
k : the number of test items.

p : the proportion of test takers who pass the items.

q : the proportion of test takers who fail the items.

$St^2$ : the variance of the total test scores.

(Arikunto, 2002: 163)

The result of the computation of reliability will be consulted to the r table in order to know whether or not the instrument is reliable. The instrument is reliable if $r_{obtained}$ or $r_{sk}$ is higher than $r_{table}$ or $r > r_t$.

2. Verbal Creativity

a. Verbal Creativity

Verbal creativity is one’s ability to bear something new in the form of ideas or real work having creative or affective thought.

b. Indicators

The indicator to know students’ verbal creativity was the score taken from the adapted and modified verbal creativity test designed by Munandar in 1997. Verbal creativity test contains some indicators: flexibility, fluency, originality, and elaboration.

c. Measurement Scale

It is in the form of nominal scale with two categories: high and low.

High creativity: score $\geq$ Me

Low creativity: score $<$ Me
Me is the midpoint of the score of students’ creativity test. Median is said to be the appropriate measure of central tendency when the set of scores is not evenly distributed (Sprinthall, 1990: 115).

d. Verbal Creativity Test

The form of verbal creativity test is essay test. To know whether the test is readable or not, the researcher will use readability test. It is used to know that the instruction of verbal creativity test is clear, understandable or not. In administering a test, it is important to set and determine an understandable instruction. It is necessary since there have been some cases in which students failed to do the test due to their inability to understand the given instruction. Hughes (1989: 39-40) mentions some factors to write a good instruction. First, the instruction should be clear and explicit. Second, it should avoid the supposition that students all know what is intended. Third, the test writer should not rely on the students’ power of telepathy to elicit the desired behavior.

To know whether the test was readable or not, the try out will be given to other students out of the samples having the same level as the samples. When 75% of respondents give “yes” answer to each item of readability test, the creativity test is considered being readable. Therefore, the respondents of the try out are the fifth grade students of SD N II Jendi Selogiri who are not taken as the sample of the research.
Table 3.2 The Blue Print of Verbal Creativity Test

<table>
<thead>
<tr>
<th>Competence Standard</th>
<th>Aspects Measured</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are able to form and create new ideas and then combine them into something new referring to the existing information. The new ideas reflect fluency, flexibility, and originality that can be seen in divergent thought revealed verbally.</td>
<td>1. Fluency in creating words. 2. Fluency in creating other words from existing words. 3. Fluency in forming grammatically-correct sentences. 4. Fluency in expressing ideas. 5. Flexibility and originality in using certain words. 6. Fluency in expressing ideas and in elaborating them into something more specific.</td>
<td>Students are able to: 1. create words from determined initial letters. 2. create other words from existing words. 3. arrange grammatically-correct sentences. 4. find out other words with similar characteristics. 5. create other extraordinary uses of given words. 6. find special consequences from every certain situation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adapted Test of Verbal Creativity consisting of six sub-tests with four items in each</td>
</tr>
</tbody>
</table>

E. Technique of Data Analysis

The writer uses a descriptive analysis and inferential analysis in this research. The descriptive analysis is used to know the mean, median, mode, and standard deviation of the score of vocabulary test. Normality and homogeneity test are used before testing the hypothesis. Furthermore, to test the research hypothesis, inferential analysis is used. Testing hypothesis is conducted in order to manage the research data which are in the form of number, so that they can produce a real conclusion. It is also used to test whether the hypothesis of the research is accepted or rejected. The data are analyzed using multifactor analysis of variance $2 \times 2$. The design of multifactor analysis of variance is shown in Table 3.3:
Table 3.3 Research Design

<table>
<thead>
<tr>
<th>Teaching Methods</th>
<th>List-Group-Label (A1)</th>
<th>Translation (A2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Creativity (B1)</td>
<td>First group of students (A1B1)</td>
<td>Second group of students (A2B1)</td>
</tr>
<tr>
<td>Low Creativity (B2)</td>
<td>Third group of students (A1B2)</td>
<td>Forth group of students (A2B2)</td>
</tr>
</tbody>
</table>

Notes:

A1B1 : The mean score of students having high creativity who are taught by using List-Group-Label.

A1B2 : The mean score of students having low Creativity who are taught by using List-Group-Label.

A2B1 : The mean score of students having high Creativity who are taught by using Translation.

A2B2 : The mean score of students having low Creativity who are taught by using Translation.

B1 : The mean score of the students who are categorized as high Creativity students.

B2 : The mean score of the students who are categorized as low Creativity students.

A1 : The mean score of experimental group who is taught by using List-Group-Label.

A2 : The mean score of control group who is taught by using Translation.
The technique used to examine the hypothesis is Analysis of Variance (ANOVA) test. The steps are as follows:

1. The total sum of squares:
   
   $ \sum x_i^2 = \sum x_i^2 (\sum x_i)^2 / N$

2. The sum of squares between groups:
   
   $\sum x_i^2 = \sum x_i^2 (\sum x_i)^2 / n + \sum x_i^2 (\sum x_i^2) / n + \sum x_i^2 (\sum x_i)^2 / n + \sum x_i^2 (\sum x_i)^2 / N$

3. The sum of squares within groups:
   
   $\sum x_i^2 = \sum x_i^2 - \sum x_i^2$

4. The between-columns sum of squares:
   
   $\sum x_i^2 = (\sum x_i^2) / n_1 + (\sum x_i^2) / n_2 + (\sum x_i^2) / n_3 + (\sum x_i^2) / n_4$

5. The between-rows sum of squares:
   
   $\sum x_i^2 = (\sum x_i^2) / n_1 + (\sum x_i^2) / n_2 - (\sum x_i^2) / N$

6. The sum of squares interaction:
   
   $\sum x_i^2 = \sum x_i^2 (\sum x_i^2 + \sum x_i^2)$

The number of degrees of freedom (df)

1. df for between-columns sum of squares : C – 1

2. df for between-rows of squares : R – 1
3. df for interaction : \(( C - 1 ) \times ( R - 1 )\)

4. df for between-groups sum of squares : \( G - 1 \)

5. df for within-groups sum squares : \( \Sigma ( n - 1 ) \)

6. df for total sum of squares : \( N - 1 \)

Where:
- \( C \) = the number of columns
- \( R \) = the number of rows
- \( G \) = the number of groups
- \( N \) = the number of subject in all groups
- \( n \) = the number of subject in one group

After analyzing the data by ANOVA, the researcher uses Tukey HSD test. Tukey HSD test is Honestly Significant Different. Tukey HSD test is used to find the level of mean difference.

1. LGL compared with T (between columns)

\[
q = \frac{\bar{X}_{c_1} - \bar{X}_{c_2}}{\sqrt{\text{Error variance}/n}}
\]

2. Students having high creativity compared with the students having low creativity.

\[
q = \frac{\bar{X}_{r_1} - \bar{X}_{r_2}}{\sqrt{\text{Error variance}/n}}
\]
3. Experimental group compared with control group for students having high creativity.

\[ q = \frac{\bar{X}_{c,r_1} - \bar{X}_{c,r_1}}{\sqrt{\text{Error variance} / n}} \]

4. Experimental group compared with control group for students having low creativity.

\[ q = \frac{\bar{X}_{c,r_2} - \bar{X}_{c,r_2}}{\sqrt{\text{Error variance} / n}} \]

or

\[ q = \frac{\bar{X}_{c,r_2} - \bar{X}_{c,r_2}}{\sqrt{\text{Error variance} / n}} \]

The analysis of the result of the computation or \( q \) is compared. If \( q \) is greater than \( q_0 \), the difference is significant. To know which one is better, the means are compared.

The researcher formulates the statistical hypothesis that consists of null hypothesis \( (H_0) \) and alternative hypothesis \( (H_1) \). The statistical hypotheses are as follows:

1. The difference in vocabulary mastery between students who are taught by using List-Group-Label and students who are taught by using Translation.

\[ H_{01} : \mu A_1 = \mu A_2 \]

\[ H_{11} : \mu A_1 > \mu A_2 \]
There is no significant difference in vocabulary mastery between the students who are taught by using List-Group Label and students who are taught by using Translation.

The students who are taught by using List-Group-Label strategy have better vocabulary mastery than students who are taught by using Translation.

The difference in vocabulary mastery between students who have low level of creativity and the students with high level of creativity.

There is no significant difference in vocabulary mastery between the students who have low level of creativity and students who have high level of creativity.

The students who have high level of creativity have better vocabulary mastery than the students who have low level of creativity.

The interaction between teaching strategies and students’ creativity in teaching vocabulary.

There is no significant difference in vocabulary mastery between the students who have low level of creativity and students who have high level of creativity.

The students who have high level of creativity have better vocabulary mastery than the students who have low level of creativity.
$H_{03}$: There is no interaction between teaching strategy and students’ creativity in vocabulary mastery. It means that the effect of creativity level on vocabulary mastery does not depend on teaching strategy.

$H_{03}$: There is an interaction effect between teaching strategy and students’ creativity in teaching vocabulary. It means that the effect of creativity level on vocabulary mastery depends on teaching strategy.
CHAPTER IV
RESEARCH FINDING

This chapter discusses the result of the study. The data are analyzed to get the clear conclusion. The steps that are taken can be classified as the following steps, they are: (1) Data description; (2) Normality and Homogeneity test; (3) Hypothesis test; and (4) Discussion. These four steps can be classified and explained clearly as follows:

A. Data description

The post test scores are classified into eight categories: (1) The scores of the students who are taught using List-Group-Label (A1); (2) the scores of those who are taught using Translation (A2); (3) the scores of those having high creativity (B1); (4) the scores of those having low creativity (B2); (5) the scores of those having high creativity who are taught using List-Group-Label (A1B1); (6) the scores of those having low creativity who are taught using List-Group-Label (A1B2); (7) the scores of those having high creativity who are taught using Translation (A2B1); and (8) the scores of those having low creativity who are taught using Translation (A2B2). The followings are the detail descriptions of students’ scores in each category.
1. The scores of the students in the experimental class who are taught using List-Group-Label (A1)

The scores are: 52, 60, 62, 64, 70, 70, 70, 72, 74, 76, 76, 78, 78, 80, 80, 82, 82, 86, 88, 88, 88, 90, 90, 90, 92, 92, 92.

The data description shows that the range of the scores is 40. The mean is 78.3. The mode is 75. The median is 79, and the standard deviation is 10.65. (see appendix 12.1, 13.1, 14.1, 15.1, and 16.1)

<table>
<thead>
<tr>
<th>Class Limit</th>
<th>Class Boundaries</th>
<th>Midpoint</th>
<th>Tally</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>51 – 57</td>
<td>50.5 – 57.5</td>
<td>54</td>
<td>I</td>
<td>1</td>
<td>3.33</td>
</tr>
<tr>
<td>58 – 64</td>
<td>57.5 – 64.5</td>
<td>61</td>
<td>III</td>
<td>3</td>
<td>10.00</td>
</tr>
<tr>
<td>65 – 71</td>
<td>64.5 – 71.5</td>
<td>68</td>
<td>IIII</td>
<td>4</td>
<td>13.33</td>
</tr>
<tr>
<td>72 – 78</td>
<td>71.5 – 78.5</td>
<td>75</td>
<td>II</td>
<td>7</td>
<td>23.33</td>
</tr>
<tr>
<td>79 – 85</td>
<td>78.5 – 85.5</td>
<td>82</td>
<td>IIII</td>
<td>4</td>
<td>13.33</td>
</tr>
<tr>
<td>86 – 92</td>
<td>85.5 – 92.5</td>
<td>89</td>
<td>IIII IIII</td>
<td>11</td>
<td>36.67</td>
</tr>
</tbody>
</table>

30 100

Figure 4.1. The histogram and polygon of the students taught using List-Group-Label (A1)
2. The scores of the students in the control class who are taught using Translation (A₂)

The scores are: 62, 62, 62, 64, 68, 70, 70, 70, 70, 72, 72, 72, 74, 74, 74, 76, 76, 76, 76, 78, 80, 80, 80, 80, 82, 84.

The data description shows that the range of the scores is 22. The mean is 73.26. The mode is 72.05. The median is 74. And the standard deviation is 5.93.

(see appendix 12.2, 13.2, 14.2, 15.2, and 16.2)

<table>
<thead>
<tr>
<th>Class Limit</th>
<th>Class Boundaries</th>
<th>Midpoint</th>
<th>Tally</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>61 - 64</td>
<td>60.5 - 64.5</td>
<td>62.5</td>
<td>IIII</td>
<td>4</td>
<td>13.33</td>
</tr>
<tr>
<td>65 - 68</td>
<td>64.5 - 68.5</td>
<td>66.5</td>
<td>I</td>
<td>1</td>
<td>3.33</td>
</tr>
<tr>
<td>69 - 72</td>
<td>68.5 - 72.5</td>
<td>70.5</td>
<td>IIII III</td>
<td>9</td>
<td>30.00</td>
</tr>
<tr>
<td>73 - 76</td>
<td>72.5 - 76.5</td>
<td>74.5</td>
<td>III  III</td>
<td>8</td>
<td>26.67</td>
</tr>
<tr>
<td>77 - 80</td>
<td>76.5 - 80.5</td>
<td>78.5</td>
<td>IIII I</td>
<td>6</td>
<td>20.00</td>
</tr>
<tr>
<td>81 - 84</td>
<td>80.5 - 84.5</td>
<td>82.5</td>
<td>I</td>
<td>2</td>
<td>6.67</td>
</tr>
</tbody>
</table>

30 100

Figure 4.2. The histogram and polygon of the students taught using Translation (A₂)
3. The scores of the students having high creativity (B<sub>1</sub>)

The scores are: 60, 62, 64, 70, 70, 70, 70, 70, 70, 70, 70, 72, 72, 74, 74, 76, 76, 78, 78, 82, 84, 86, 86, 88, 88, 90, 90, 92, 92.

The data description shows that the range of the scores is 32. The mean is 78.4.

The mode is 73.1. The median is 77. And the standard deviation is 9.7. (see appendix 12.3, 13.3, 14.3, 15.3, and 16.3)

<table>
<thead>
<tr>
<th>Class Limit</th>
<th>Class Boundaries</th>
<th>Midpoint</th>
<th>Tally</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>58 - 63</td>
<td>57.5 - 63.5</td>
<td>60.5</td>
<td>II</td>
<td>2</td>
<td>6.67</td>
</tr>
<tr>
<td>64 - 69</td>
<td>63.5 - 69.5</td>
<td>66.5</td>
<td>I</td>
<td>1</td>
<td>3.33</td>
</tr>
<tr>
<td>70 - 75</td>
<td>69.5 - 75.5</td>
<td>72.5</td>
<td>IIII</td>
<td>10</td>
<td>33.33</td>
</tr>
<tr>
<td>76 - 81</td>
<td>75.5 - 81.5</td>
<td>78.5</td>
<td>III</td>
<td>4</td>
<td>13.33</td>
</tr>
<tr>
<td>82 - 87</td>
<td>81.5 - 87.5</td>
<td>84.5</td>
<td>IIII</td>
<td>5</td>
<td>16.67</td>
</tr>
<tr>
<td>88 - 93</td>
<td>87.5 - 93.5</td>
<td>90.5</td>
<td>IIII</td>
<td>8</td>
<td>26.67</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 4.3. The histogram and polygon of the students having high creativity (B<sub>1</sub>)
4. The scores of the students having low creativity ($B_2$)

The scores are: 52, 60, 62, 64, 66, 70, 70, 70, 70, 72, 74, 76, 76, 76, 78, 78, 80, 80, 80, 82, 84, 84.

The data description shows that the range of the scores is 32. The mean is 73.2. The mode is 77. The median is 75. And the standard deviation is 7.68. (see appendix 12.4, 13.4, 14.4, 15.4, and 16.4)

<table>
<thead>
<tr>
<th>Class Limit</th>
<th>Class Boundaries</th>
<th>Midpoint</th>
<th>Tally</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>52 – 57</td>
<td>51.5 - 57.5</td>
<td>54.5</td>
<td>I</td>
<td>1</td>
<td>3.33</td>
</tr>
<tr>
<td>58 – 63</td>
<td>57.5 - 63.5</td>
<td>60.5</td>
<td>III</td>
<td>3</td>
<td>10.00</td>
</tr>
<tr>
<td>64 – 69</td>
<td>63.5 - 69.5</td>
<td>66.5</td>
<td>II</td>
<td>2</td>
<td>6.67</td>
</tr>
<tr>
<td>70 – 75</td>
<td>69.5 - 75.5</td>
<td>72.5</td>
<td>IIII IIII</td>
<td>9</td>
<td>30.00</td>
</tr>
<tr>
<td>76 – 81</td>
<td>75.5 - 81.5</td>
<td>78.5</td>
<td>IIIII IIII</td>
<td>12</td>
<td>40.00</td>
</tr>
<tr>
<td>82 – 87</td>
<td>81.5 - 87.5</td>
<td>84.5</td>
<td>III</td>
<td>3</td>
<td>10.00</td>
</tr>
</tbody>
</table>

Figure 4.4. The histogram and polygon of the students having low creativity ($B_2$)
5. The scores of the students having high creativity who are taught using List-Group-Label (A₁B₁)

The scores are: 76, 78, 82, 86, 88, 88, 90, 90, 90, 92, 92, 92.

The data description shows that the range of the scores is 16. The mean is 86.66. The mode is 88. The median is 88. And the standard deviation is 5.05. (see appendix 12.5, 13.5, 14.5, 15.5, and 16.5)

Table 4.5. Frequency distribution A₁B₁

<table>
<thead>
<tr>
<th>Class Limit</th>
<th>Class Boundaries</th>
<th>Midpoint</th>
<th>Tally</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>76 – 79</td>
<td>74.5 - 79.5</td>
<td>77.5</td>
<td>II</td>
<td>2</td>
<td>13.33</td>
</tr>
<tr>
<td>80 – 83</td>
<td>79.5 - 83.5</td>
<td>81.5</td>
<td>I</td>
<td>1</td>
<td>6.67</td>
</tr>
<tr>
<td>84 – 87</td>
<td>83.5 - 87.5</td>
<td>85.5</td>
<td>III</td>
<td>4</td>
<td>26.67</td>
</tr>
<tr>
<td>88 – 91</td>
<td>87.5 - 91.5</td>
<td>89.5</td>
<td>III</td>
<td>5</td>
<td>33.33</td>
</tr>
<tr>
<td>92 – 95</td>
<td>91.5 - 95.5</td>
<td>93.5</td>
<td>III</td>
<td>3</td>
<td>20.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 4.5. The histogram and polygon of the students having high creativity taught using List-Group-Label (A₁B₁)
6. The scores of the students having low creativity who are taught using List-Group-Label (A,B).

The scores are: 52, 60, 62, 70, 70, 70, 72, 74, 76, 78, 80, 80.

The data description shows that the range of the scores is 28. The mean is 70. The mode is 73.46. The median is 70. And the standard deviation is 7.78. (see appendix 12.6, 13.6, 14.6, 15.6, and 16.6).

Table 4.6. Frequency distribution A,B.

<table>
<thead>
<tr>
<th>Class Limit</th>
<th>Class Boundaries</th>
<th>Midpoint</th>
<th>Tally</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>52 – 57</td>
<td>52.5 - 57.5</td>
<td>54.5</td>
<td>I</td>
<td>1</td>
<td>6.67</td>
</tr>
<tr>
<td>58 – 63</td>
<td>57.5 - 63.5</td>
<td>60.5</td>
<td>II</td>
<td>2</td>
<td>13.33</td>
</tr>
<tr>
<td>64 – 69</td>
<td>63.5 - 69.5</td>
<td>66.5</td>
<td>I</td>
<td>1</td>
<td>6.67</td>
</tr>
<tr>
<td>70 – 75</td>
<td>69.5 - 75.5</td>
<td>72.5</td>
<td>III</td>
<td>7</td>
<td>46.67</td>
</tr>
<tr>
<td>76 – 81</td>
<td>75.5 - 81.5</td>
<td>78.5</td>
<td>III</td>
<td>4</td>
<td>26.67</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 4.6. The histogram and polygon of the students having low creativity taught using List-Group-Label (A,B).
7. The scores of the students having high creativity who are taught using Translation (A₂B₁)

The scores are: 60, 62, 64, 70, 70, 70, 70, 70, 72, 72, 74, 74, 76, 78.

The data description shows that the range of the scores is 18. The mean is 70.13. The mode is 70.35. The median is 70. And the standard deviation is 4.93. (see appendix 12.7, 13.7, 14.7, 15.7, and 16.7)

<table>
<thead>
<tr>
<th>Class Limit</th>
<th>Class Boundaries</th>
<th>Midpoint</th>
<th>Tally</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 - 63</td>
<td>59.5 - 63.5</td>
<td>62.5</td>
<td>I</td>
<td>2</td>
<td>13.33</td>
</tr>
<tr>
<td>64 - 67</td>
<td>63.5 - 67.5</td>
<td>65.5</td>
<td>I</td>
<td>1</td>
<td>6.67</td>
</tr>
<tr>
<td>68 - 71</td>
<td>67.5 - 71.5</td>
<td>69.5</td>
<td>III</td>
<td>6</td>
<td>40.00</td>
</tr>
<tr>
<td>72 - 75</td>
<td>71.5 - 75.5</td>
<td>73.5</td>
<td>III</td>
<td>4</td>
<td>26.67</td>
</tr>
<tr>
<td>76 - 79</td>
<td>75.5 - 79.5</td>
<td>78.0</td>
<td>I</td>
<td>2</td>
<td>13.33</td>
</tr>
</tbody>
</table>

15 | 100

Figure 4.7. The histogram and polygon of the students having high creativity taught using Translation (A₂B₁)
The scores of the students having low creativity who are taught using Translation (A₂B₂)

The scores are: 62, 66, 70, 74, 76, 76, 78, 80, 80, 80, 82, 84, 84.

The data description shows that the range of the scores is 22. The mean is 76.4. The mode is 78.16. The median is 75. And the standard deviation is 6.28. (see appendix 12.8, 13.8, 14.8, 15.8, and 16.8)

Table 4.8. Frequency distribution A₂B₂

<table>
<thead>
<tr>
<th>Class Limit</th>
<th>Class Boundaries</th>
<th>Midpoint</th>
<th>Tally</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>62 – 66</td>
<td>61.5 - 66.5</td>
<td>64</td>
<td>II</td>
<td>2</td>
<td>13.33</td>
</tr>
<tr>
<td>67 – 71</td>
<td>66.5 - 71.5</td>
<td>69</td>
<td>I</td>
<td>1</td>
<td>6.67</td>
</tr>
<tr>
<td>72 – 76</td>
<td>71.5 - 76.5</td>
<td>74</td>
<td>III</td>
<td>4</td>
<td>26.67</td>
</tr>
<tr>
<td>77 – 81</td>
<td>76.5 - 81.5</td>
<td>79</td>
<td>III</td>
<td>5</td>
<td>33.33</td>
</tr>
<tr>
<td>82 – 86</td>
<td>81.5 - 86.5</td>
<td>84</td>
<td>III</td>
<td>3</td>
<td>20.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 4.8. The histogram and polygon of the students having low creativity taught using Translation (A₂B₂)
B. Normality and Homogeneity Test

1. Normality Test

Before analyzing the data for testing the hypotheses, the researcher analyzes the normality and the homogeneity of the data. The following is the summary of normality of the sample distribution. (see appendix 17)

Table 4.9. The summary of the normality of the sample distribution.

<table>
<thead>
<tr>
<th>Data</th>
<th>Number of Sample</th>
<th>L_1</th>
<th>L_2</th>
<th>Alpha</th>
<th>Distribution of Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>A_1</td>
<td>30</td>
<td>0.0997</td>
<td>0.1610</td>
<td>0.05</td>
<td>Normal</td>
</tr>
<tr>
<td>A_2</td>
<td>30</td>
<td>0.0758</td>
<td>0.1610</td>
<td>0.05</td>
<td>Normal</td>
</tr>
<tr>
<td>B_1</td>
<td>30</td>
<td>0.1119</td>
<td>0.1610</td>
<td>0.05</td>
<td>Normal</td>
</tr>
<tr>
<td>B_2</td>
<td>30</td>
<td>0.0878</td>
<td>0.1610</td>
<td>0.05</td>
<td>Normal</td>
</tr>
<tr>
<td>A_1B_1</td>
<td>15</td>
<td>0.1456</td>
<td>0.2200</td>
<td>0.05</td>
<td>Normal</td>
</tr>
<tr>
<td>A_1B_2</td>
<td>15</td>
<td>0.0994</td>
<td>0.2200</td>
<td>0.05</td>
<td>Normal</td>
</tr>
<tr>
<td>A_2B_1</td>
<td>15</td>
<td>0.1108</td>
<td>0.2200</td>
<td>0.05</td>
<td>Normal</td>
</tr>
<tr>
<td>A_2B_2</td>
<td>15</td>
<td>0.1134</td>
<td>0.2200</td>
<td>0.05</td>
<td>Normal</td>
</tr>
</tbody>
</table>

2. Homogeneity Test

After analyzing the normality of the sample distribution, the researcher analyzes the homogeneity of the data. The following is the analysis of the data homogeneity. (see appendix 18)

Table 4.10. Data homogeneity

<table>
<thead>
<tr>
<th>No</th>
<th>X_1</th>
<th>X_2</th>
<th>X_3</th>
<th>X_4</th>
<th>(X_1)^2</th>
<th>(X_2)^2</th>
<th>(X_3)^2</th>
<th>(X_4)^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>88</td>
<td>64</td>
<td>76</td>
<td>74</td>
<td>7744</td>
<td>4096</td>
<td>5776</td>
<td>5476</td>
</tr>
<tr>
<td>2</td>
<td>92</td>
<td>78</td>
<td>74</td>
<td>70</td>
<td>8464</td>
<td>6084</td>
<td>5476</td>
<td>4900</td>
</tr>
<tr>
<td>3</td>
<td>86</td>
<td>80</td>
<td>60</td>
<td>78</td>
<td>7396</td>
<td>6400</td>
<td>3600</td>
<td>6084</td>
</tr>
<tr>
<td>4</td>
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<td>74</td>
<td>74</td>
<td>82</td>
<td>8100</td>
<td>5476</td>
<td>5476</td>
<td>6724</td>
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<td>70</td>
<td>80</td>
<td>7396</td>
<td>5184</td>
<td>4900</td>
<td>4600</td>
</tr>
<tr>
<td>6</td>
<td>88</td>
<td>52</td>
<td>72</td>
<td>66</td>
<td>7744</td>
<td>2704</td>
<td>5184</td>
<td>4356</td>
</tr>
</tbody>
</table>
\[ \chi^2 = (\ln 10) B \sum (\ln M \cdot \text{bi2}) = (2.3026)(87.9442 - 86.120) = 4.2013. \]

It shows that \( \chi^2 \) is 4.2013. Because \( \chi^2 = 4.2013 \) is lower than \( \chi^2, 95\% (7.810) \), it can be concluded that the data are homogeneous.

C. Hypothesis verification

1. Multifactor Analysis of Variance

The calculation of hypothesis verification which is conducted by using Multifactor Analysis of Variance (ANOVA) 2X2 can be done after the result of normality and homogeneity test are calculated and fulfilled. In ANOVA, the result of \( H_o \) is rejected if \( F_o > F_r \). It means that there is a significant difference and an interaction. It is used to examine the value of two groups both the means between group and the means within the group. The 2X2 ANOVA test can be presented as follows:
Table 4.11. The summary of a 2 x 2 multifactor analysis of variance

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>Fo</th>
<th>Ft (.05)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Columns</td>
<td>385.06</td>
<td>1</td>
<td>385.06</td>
<td>11.03</td>
<td>4.00</td>
</tr>
<tr>
<td>(Teaching Strategies A&lt;sub&gt;1&lt;/sub&gt; and A&lt;sub&gt;2&lt;/sub&gt;)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Rows</td>
<td>405.6</td>
<td>1</td>
<td>405.6</td>
<td>11.62</td>
<td>4.00</td>
</tr>
<tr>
<td>(Creativity B&lt;sub&gt;1&lt;/sub&gt; and B&lt;sub&gt;2&lt;/sub&gt;)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Columns by Rows</td>
<td>1972.26</td>
<td>1</td>
<td>1972.26</td>
<td>56.51</td>
<td>4.00</td>
</tr>
<tr>
<td>(Interaction between A and B)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between groups</td>
<td>2762.92</td>
<td>3</td>
<td>920.97</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within Groups</td>
<td>1954.68</td>
<td>56</td>
<td>34.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Variance</td>
<td>4717.6</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The summary of the mean scores of vocabulary is presented in Table 4.12.

Here is the table for summarizing mean of scores as follows:

<table>
<thead>
<tr>
<th>Creativity</th>
<th>LGL (A&lt;sub&gt;1&lt;/sub&gt;)</th>
<th>Translation (A&lt;sub&gt;2&lt;/sub&gt;)</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>High (B&lt;sub&gt;1&lt;/sub&gt;)</td>
<td>86.66</td>
<td>70.13</td>
<td>78.4</td>
</tr>
<tr>
<td>(A&lt;sub&gt;1&lt;/sub&gt;B&lt;sub&gt;1&lt;/sub&gt;)</td>
<td>(A&lt;sub&gt;2&lt;/sub&gt;B&lt;sub&gt;1&lt;/sub&gt;)</td>
<td>(B&lt;sub&gt;1&lt;/sub&gt;)</td>
<td></td>
</tr>
<tr>
<td>Low (B&lt;sub&gt;2&lt;/sub&gt;)</td>
<td>70</td>
<td>76.4</td>
<td>73.2</td>
</tr>
<tr>
<td>(A&lt;sub&gt;1&lt;/sub&gt;B&lt;sub&gt;2&lt;/sub&gt;)</td>
<td>(A&lt;sub&gt;2&lt;/sub&gt;B&lt;sub&gt;2&lt;/sub&gt;)</td>
<td>(B&lt;sub&gt;2&lt;/sub&gt;)</td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>78.33</td>
<td>73.26</td>
<td></td>
</tr>
<tr>
<td>(A&lt;sub&gt;1&lt;/sub&gt;)</td>
<td>(A&lt;sub&gt;2&lt;/sub&gt;)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the summary of a 2 x 2 Multifactor Analysis of Variance, it can be concluded that:

a. F<sub>o</sub> between columns (11.03) is higher than F<sub>t (.05) </sub>(4.00), so the difference between columns is significant. It means that the null hypothesis (H<sub>0</sub>) which states that there is no significant difference in vocabulary between the students...
who are taught by using List-Group-Label and students who are taught by using Translation is rejected. It can be concluded that teaching vocabulary using List-Group-Label to the fifth grade students at SD N VII Wonogiri is significantly different from the one using Translation. The mean score of students taught using List-Group-Label (78.33) is higher than the one of those taught using Translation (73.26). It means that teaching vocabulary using List-Group-Label to the fifth grade students at SD N VII Wonogiri is more effective than the one using Translation.

b. $F_o$ between rows (11.62) is higher than $F_{(0.05)}$ (4.00), so the difference between rows is significant. It means that the null hypothesis ($H_0$) which states that there is no significant difference in vocabulary between the students who have high level of creativity and students who have low level of creativity is rejected. It can be concluded that students having high creativity demonstrate a significantly different result in their learning from the ones having low creativity. The mean score of students having high creativity (78.4) is higher than the one of those having low creativity (73.2). It means that the achievement of teaching vocabulary to the students having high creativity is better than the one to the students having low creativity.

c. $F_o$ between columns by rows (56.51) is higher than $F_{(0.05)}$ (4.00), so it can be concluded that there is an interaction effect between the two variables, the teaching strategies and students’ creativity. It means that the null hypothesis ($H_0$) which states that there is no interaction between teaching strategies and
students’ creativity in vocabulary is rejected. It also means that the effect of teaching strategies on the student’s vocabulary depends on the student’s creativity level. In this case, List-Group-Label is more suitable for students with high creativity while Translation is more suitable for students with low creativity.

2. Tukey Test

After using multifactor analysis of variance, the researcher analyzes the data using Tukey test. The following is the analysis of the data using Tukey test.

a. Between A1 – A2 or columns (List-Group-Label compared with Translation)

\[
q = \frac{\bar{X}_{c_1} - \bar{X}_{c_2}}{\sqrt{\frac{\text{Error variance}}{n}}}
\]

\[
q = \frac{78.33 - 73.20}{\sqrt{\frac{34.9}{30}}} = \frac{5.07}{1.07} = 4.74
\]

The computation illustrates that \(q_o (4.74)\) is higher than \(q_t (2.89)\)

b. Between B1 – B2 or rows (Student having high creativity compared with the students having low creativity)

\[
q = \frac{\bar{X}_{r_1} - \bar{X}_{r_2}}{\sqrt{\frac{\text{Error variance}}{n}}}
\]

\[
q = \frac{78.4 - 73.2}{\sqrt{\frac{34.9}{30}}} = \frac{5.2}{1.07} = 4.86
\]

The computation illustrates that \(q_o (4.86)\) is higher than \(q_t (2.89)\)
c. Between A1B1 – A2B1 (Experimental group compared with control group for students having high creativity)

\[ q = \frac{\overline{X_{c,r_1}} - \overline{X_{c,r_2}}}{\sqrt{\text{Error variance}/n}} \]

\[ q = \frac{86.66 - 70.13}{\sqrt{34.9/15}} = \frac{16.53}{1.85} = 10.8 \]

The computation illustrates that \( q_0 \) (10.8) is higher than \( q_t \) (3.01)

d. Between A1B2 – A2B2 (Experimental group compared with control group for students having low creativity)

\[ q = \frac{\overline{X_{c,r_1}} - \overline{X_{c,r_2}}}{\sqrt{\text{Error variance}/n}} \]

\[ q = \frac{76.4 - 70}{\sqrt{34.9/15}} = \frac{6.4}{1.85} = 4.18 \]

The computation illustrates that \( q_0 \) (4.18) is lower than \( q_t \) (3.01)

The summary of Tukey test is displayed in Table 4.13. Here is the table for summarizing of Tukey test as follows:

<table>
<thead>
<tr>
<th>Between Group</th>
<th>( q_0 )</th>
<th>( q_{t, (0.05)} )</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 – A2</td>
<td>4.74</td>
<td>2.89</td>
<td>Significantly different</td>
</tr>
<tr>
<td>B1 – B2</td>
<td>4.86</td>
<td>2.89</td>
<td>Significantly different</td>
</tr>
<tr>
<td>A1B1 – A3B1</td>
<td>10.8</td>
<td>3.01</td>
<td>Significantly different</td>
</tr>
<tr>
<td>A1B2 – A3B2</td>
<td>4.18</td>
<td>3.01</td>
<td>Significantly different</td>
</tr>
</tbody>
</table>
Based on the summary of Tukey test, it can be concluded that:

a. $q_0$ between columns ($4.74$) is higher than $q_t$ ($2.89$), so the difference between columns is significant. It can be concluded that teaching vocabulary using List-Group-Label to the fifth grade students at SD N VII Wonogiri is significantly different from the one using Translation. The mean score of students taught using List-Group-Label ($78.33$) is higher than the one of those taught using Translation ($73.26$). It means that teaching vocabulary using List-Group-Label to the fifth grade students at SD N VII Wonogiri is more effective than the one using Translation.

b. $q_0$ between rows ($4.86$) is higher than $q_t$ ($2.89$), so the difference between rows is significant. It can be concluded the students who have high creativity are significantly different in vocabulary mastery from the students who have low creativity. The mean score of students having high creativity ($78.4$) is higher than the one of those who having low creativity ($73.2$), so the students who have high creativity have a better vocabulary mastery than the students who have low creativity.

c. $q_0$ between columns for students with high creativity ($10.8$) is higher than $q_t$ ($3.01$), so the difference between columns for students with high creativity is significant. It can be concluded that teaching vocabulary using List-Group-Label to the fifth grade students having high creativity is significantly different from the one using Translation. The mean score of students having high creativity taught using List-Group-Label ($86.66$) is higher than the one...
of those taught using Translation (70.13). It means that teaching vocabulary using List-Group-Label to the fifth grade students having high creativity is more effective than the one using Translation.

d. \( q_{0} \) between columns for students with low creativity (4.18) is higher than \( q_{1} \) (3.01), so the difference between columns for students with low creativity is significant. It can be concluded that teaching vocabulary by using List-Group-Label to the fifth grade students having high creativity is significantly different from the one using Translation. The mean score of students having low creativity who are taught by using Translation (76.4) is higher than the one of those taught by using List-Group-Label (70). It means that teaching vocabulary using Translation to the fifth grade students having low creativity is more effective than the one using List-Group-Label.

Based on the result of Tukey test at point c and d above, it can be concluded that there is an interaction between teaching strategies and creativity. It means that teaching vocabulary using List-Group-Label to the fifth grade students having high creativity is more effective than the one using Translation, and students having low creativity is more effective taught by using Translation than the one using List-Group-Label.

D. Discussion

This research is one of the efforts to generate some improvement in teaching vocabulary to the fifth grade students of the elementary school students. It has been
discussed in the previous chapter that List-Group-Label is one of the alternatives to obtain the intention. The following is the elaboration discussions of the research findings.

1. **List-Group-Label is more effective than Translation for teaching vocabulary.**

   The result of the study shows $F_r$ between columns (11.03) is higher than $F_t(0.05)$ (4.00). It indicates that the difference between vocabulary mastery of the students taught by using List-Group-Label and those taught by using Translation is significant. It means that the null hypothesis ($H_0$) which states that there is no significant difference in vocabulary between the students who are taught by using List-Group-Label and students who are taught by using Translation is rejected. It is also supported by the result of Tukey test $q_r$ between columns (4.74) is higher than $q_t$ (2.89), so the difference between columns is significant. It can be concluded that teaching vocabulary using List-Group-Label to the fifth grade students at SD N VII Wonogiri is significantly different from the one using Translation. The mean score of students taught by using List-Group-Label (78.33) is higher than the one of those taught by using Translation (73.26). It means that teaching vocabulary using List-Group-Label to the fifth grade students at SD N VII Wonogiri is more effective than the one using Translation.

   Vocabulary is the first aspect in learning language before able to use the language. Because of that before learning a language the learners have to learn vocabulary. In fact, the students still gets difficulties to distinguish between words and to relate or apply the words in a broader context. To overcome the problem, an
outlining strategy in the form of List-Group-Label is proposed to be applied in teaching vocabulary.

List-Group-Label is one of the interesting strategies in teaching vocabulary. List-Group-Label helps the students in categorizing words into groups that relate to similar concepts. It makes the students to activate their prior knowledge and engage in thinking about words in different ways. Taba (1967) states that List-Group-Label is a vocabulary strategy where students are asked to generate a list of words, group them according to their similarities, and then label the group. It helps the students to develop thinking skills and creativity. The students are more active in the teaching learning process because after they read the text, they have to discuss what they want to list and to group the words with their friends. They are also free to share their ideas with their friends to give the label for group of words.

On the other hand, Translation is easier to do in teaching vocabulary. Thornbury (2002: 157) says that translation is used to supply the meaning, or definition, synonyms, or example given. In teaching learning process, the teacher only dictate a number of words that are familiar to the students then asks them to write the meaning in target language, if they cannot; they can use their dictionary to find the meaning of words. It makes the teaching learning process monotonous. It cannot develop the student’s creativity too.

From the discussion above, it can be assumed that List-Group-Label is more effective than Translation.
2. The vocabulary achievement of students with high creativity is better than the one of those with low creativity.

Creativity is known as a general ability to create something new and to share new ideas implemented in problem solving. It can also be said as an ability to understand new relationships among previous elements (Munandar, 1999a: 25). Everyone has a different level of creativity which affects their ways of thinking, their behavior, and their competences in all aspects of life. Based on this research, it is revealed that creativity plays an important role in helping students express their ideas in the written form especially in the form of hortatory exposition essays.

From the data analysis, $F_0$ between rows (11.62) is higher than $F_{0.05}$ (4.00), so the difference between rows is significant. It means that the null hypothesis ($H_0$) which states that there is no significant difference in vocabulary between the students who have high level of creativity and students who have low level of creativity is rejected. It can be concluded that students having high creativity demonstrate a significantly different result in their learning from the ones having low creativity. It is shown that students with high creativity are able to show better competence in expressing their ideas. The Tukey test also shows that the $q_o$ between rows (4.86) is higher than $q_0$ (2.89), so the difference between rows is significant. It can be concluded the students who have high creativity are significantly different in vocabulary mastery from the students who have low creativity. The mean score of students having high creativity (78.4) is higher than the one of those who having low creativity (73.2), so the students who have high
creativity have a better vocabulary mastery than the students who have low creativity.

The students of the experimental group, to whom the List-Group-Label is applied, were active and enthusiastic in joining the activities. The discussion of this strategy made them to increase their creativity. It can improve their vocabulary mastery. It is because their creativity helps them to select, analyze, and apply the words in a correct group. The students with high level of creativity are able to involve both mental and social processes in order to yield newly developed ideas to convey and share. They always tend to get involved actively during the teaching learning process to show their competence and have great desire to improve themselves. It can be seen from the results of their vocabulary mastery when the List-Group-Label was applied in their class.

Meanwhile, in the control group, to whom the Translation is applied, the writer found that most of the students in this group were so bored in joining the lesson or in the material presented by the teacher. They did not give positive responses to the material and were not quite enthusiastic in joining the lesson. They just wrote freely what they saw, read, and listened without being able to think what was beyond. They were unable to come up with their own fresh ideas and opinions when learning. These were some of the reasons why their scores were less than those having high creativity. Their low creativity made them unable to express their ideas better. This can be seen from the results of their vocabulary
mastery in which the scores of both control and experimental classes were lower than those of having high level of creativity from both classes given treatment.

3. There is an interaction between teaching strategies and students’ creativity.

The finding of the study describes that there is an interaction effect between two variables (teaching strategies and creativity) on the ability to know the meaning. This is showed by the $F_o$ between columns by rows ($56.51$) is higher than $F_t(05) (4.00)$. It means that the null hypothesis ($H_0$) which states that there is no interaction between teaching strategies and students’ creativity in vocabulary is rejected. It can be concluded that there is an interaction effect between the two variables, the teaching strategies and students’ creativity.

List-Group-Label is effective for students who have high creativity. The students will be more active. Taba (1967) states that List-Group-Label is a vocabulary strategy where students are asked to generate a list of words, group them according to their similarities, and then label the group. Students gather important words from texts and gradually sort them into coherent groups. They can chance up groups and put words into more than one category, but they must negotiate the process with others which is the key feature of this variation. It needs a teacher just for facilitating in learning process. The teacher does not always give instruction to their students and teach as if they are source of knowledge.

In this case, it means that List-Group-Label is suitable only for the students having high level of creativity to learn vocabulary. There is no doubt that teaching
strategies as well as students’ creativity have a very important role in the success of teaching and learning process. In most cases, observing the students in all aspects is necessary before a teacher decides to apply a certain teaching strategy in a classroom. Creativity is one of the aspects that should be taken into consideration.

Creativity is one’s ability to find something new in the form of ideas or real work having creative or affective thought. Creativity involves both mental and social processes in order to yield newly developed ideas to convey and share. List-Group-Label is one of the best strategies to manage students with this characteristic. In other words, the prosperous ideas from the students with high creativity can be managed, organized and developed properly using List-Group-Label.

The other strategy, Translation is less appropriate for students with high creativity. Thornbury (2002: 157) says that translation is used to supply the meaning, or definition, synonyms, or example given. Teacher can teach vocabulary deductively or inductively. He gives example that teacher can dictate a number of words that are familiar to the students then asks them to write the meaning in target language, if they cannot; they can use their dictionary to find the meaning of words. Translation less appropriate because students with high creativity tend to be creative and have new ideas rather than imitating or following others.

Translation seems satisfy the students having low creativity in learning vocabulary. They depend on the teacher’s explanation to write the meaning of
words. They don’t need to be more active, and just wait for their teacher’s translation and explanation to know the meaning of the word. They are passive in learning vocabulary. That is why Translation is supposed to be more effective for the students who have low creativity toward students’ vocabulary.

Therefore, it can be concluded that there is an interaction between strategies employed by teachers and students’ creativity; in other words, students with higher creativity will have a better suitability to be taught using List-Group-Label and students with lower creativity will be taught using Translation.
CHAPTER V
CONCLUSION, IMPLICATION AND SUGGESTION

The discussion of the findings has been presented in the previous chapter. This chapter presents the conclusion, implication of the research, and suggestion for teachers, students, and other researchers based on the finding of the research discussed on the previous chapter.

A. Conclusion

It has been clearly described on the previous chapter that the research findings are as follows:

1. List-Group-Label is more effective than Translation to teach vocabulary for the fifth grade students of SD N VII Wonogiri in academic year of 2012/2013.

2. The vocabulary achievement of the fifth grade students of SD N VII Wonogiri in academic year of 2012/2013 having high creativity is better than those having low creativity.

3. There is an interaction between teaching strategies and students’ creativity in teaching vocabulary for the fifth grade students of SD N VII Wonogiri in academic year of 2012/2013. List-Group-Label is clearly more suitable for students with high creativity while Translation is suitable for students with low creativity.
Based on the research findings, the conclusion is that the List-Group-Label is an effective teaching strategy for teaching vocabulary to the fifth grade students of SD N VII Wonogiri. Since List-Group-Label is simple, fun, and arousing students’ creativity in generating, organizing and developing their ideas, students are getting more active and more encouraged to study vocabulary and improve their vocabulary mastery. As a result, the students’ vocabulary achievement will improve optimally.

B. Implication

The result of this study shows that the strategy of List-Group-Label is better than Translation in vocabulary mastery. It implies that the List-Group-Label is appropriately applied in teaching vocabulary, particularly to the fifth grade students of Elementary School.

It implies that the use of List-Group-Label in teaching vocabulary is more effective, meaningful, communicative, and integrated than Translation. From that result, this strategy has to be implemented in the class in order to achieve optimal result. By applying this strategy, the teacher has some roles. They are monitoring, guiding, and helping the group when their students are sharing ideas about the topic. The teacher should play the roles as facilitators of favorable interactions rather than as dominators during teaching and learning process. The teacher permit the students freely in delivering idea related to the topic in order that the students can explore their prior knowledge connected to the concept of the text. It can be applied by the teacher to improve their creativity and thinking skill. The students with high creativity will be
motivated in learning, as they have to study more seriously. Here are steps for implementing List-Group-Label. At least there are three steps in this process: (1) generate a list of words based on the topic or content area; (2) group them according to their similarities; (3) and then label the group.

Besides, the result of the study also shows that high creativity students have a better result of vocabulary than low creativity students. It is not only for getting good scores but also for achieving good vocabulary mastery that is useful for their future. It means that List-Group-Label is more suitable for high creativity students in improving their vocabulary mastery.

C. Suggestion

Based on the conclusions and implications written earlier, there are some suggestions proposed.

1. For teachers

Correct choice of teaching strategy can make the teaching and learning process not only run well but also interesting and enjoyable. Enjoyable teaching and learning activities will help students receive the material more effectively and efficiently; it will also makes the teacher more focus on the necessary things needed for the class. List-Group-Label is a strategy which will lead students to be more independent; thus it is good to be applied in small classes as well as the big ones. It is simple, fun, arousing creativity, and attractive
teaching strategy to teach vocabulary. That’s why, it is recommended for teacher to apply it in their class.

2. For Students

List-Group-Label is a simple strategy which can be used for learning vocabulary. It is helpful in teaching and learning process in the classroom. List-Group-Label is good to do in the classroom because this strategy makes the students more active and interest in memorizing new vocabulary. List-Group-Label is also useful to generate, organize and develop ideas and thoughts. So, the researcher suggests that all students learn how to use it.

3. For Other Researchers

Other researchers can do further research in the field by applying some other variables involving self-efficacy, intelligence, self-confidence and many others. The results of this research can be used as an additional reference for a similar research with different variables.